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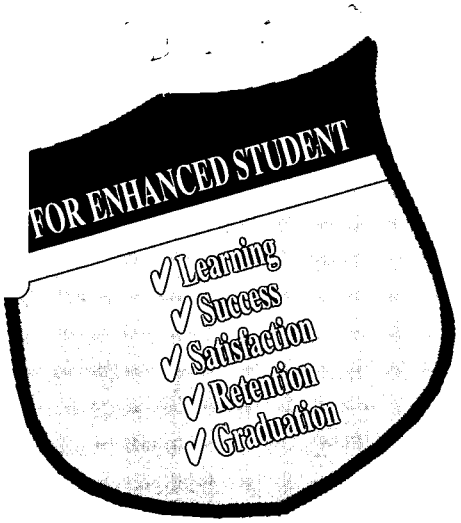
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ABSTRACT

This compendium of abstracts of papers presented at a conference on student transition concentrates on three major student transitions: freshman, transfer, and senior. Each abstract provides a succinct statement of the paper as well as name and contact information of the presenter. Included among the 67 titles are the following: "Personal, Educational, and Employment Characteristics of Adult Learners," (Stephen P. Hundley); "Native American Indians and the Western Tradition: A Learning Community," (Linda J. Palumbo and Ana Torres-Bower); "Stress Management: A Survival Course for the Transitional Student," (Denise L.W. Simmons); "Navigating the Academic Experience: Transition Issues for Adults and Students of Color," (Darryl E. Jones and Yolanda Hart); "Distance Learning: Is it the Next Best Thing to Being There?" (Melodie Phillips and Jeff S. Allbritten); "To Set Souls Free: Resurrecting Values at the Core of the Curriculum," (Jeffrey Gordon); "Coming of Age in America: The Third World Grows Up on U.S. Campuses," (Lily Maestas); "Students Mentoring Students: A Transition Program for Freshmen and Transfer Women in Science and Engineering," (Janny Walker); "Dancing with Diversity: Evaluating Aesthetic Education in Nebraska's Freshman Seminar," (Suzanne Prenger and James McShane); "Profiles with Promise: A Pilot Program for At-Risk Students in Freshman Seminar," (Mary E. Parker and Lila G. Vars). (CH)

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Second National Conference

Students in Transition

Coming and Going: Transitions Along the Collegiate Journey

Conference Proceedings

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October 23-26, 1996
San Antonio, Texas

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The Second National Conference on Students in Transition was held October 23-26, 1996. During the three-day conference, educators met in San Antonio, Texas, to concentrate on the three major student transitions: Freshman, Transfer and Senior. This *Proceedings* has been produced primarily for those who attended the conference hosted by the University of South Carolina, the National Resource Center for The Freshman Year Experience and Students in Transition, and the Texas Higher Education Coordinating Board.

This publication contains a compilation of abstracts written by the individual presenters of each concurrent session. The abstracts are designed to give the reader succinct statements of each presentation and to provide the name, address and telephone number of the person to contact for additional information.

The conference staff hopes that you will find this *Proceedings* document helpful as you continue your challenging work with students in transition.

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THE AMERICAN UNIVERSITY
WASHINGTON, D.C.

Personal, Educational, and Employment Characteristics of Adult Learners

Submitted for the
Second National Conference on Students in Transition
October 23-26, 1996 * San Antonio, TX

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Session Description

Adult learners represent a growing constituency of students in transition on many campuses. In order to best meet the needs of this burgeoning population, educators and administrators need to know (1) Who are adult learners? (2) What are their needs? and (3) Where and why do they enroll in postsecondary education?

This research briefing presents research-in-progress relating to adult learners in postsecondary education. Specifically, the research examines the National Center for Education Statistics' *National Household Education Surveys* of 1991 and 1995 in an attempt to identify and analyze the personal, educational, and employment characteristics of adult learners. Upon leaving this session, participants will have a better understanding of (1) the adult learner; (2) the types of institutions adult learners attend; and (3) the main reasons for attending institutions of higher education.

Format

This session will include a brief presentation on research-in-progress which utilizes existing databases from the National Center for Education Statistics. Handouts will be provided to participants, and will include: (1) key points covered; (2) status of the current research; and (3) related bibliography. Time will be allotted for a brief question and answer session.

Overview and Focus of Research

One of the most significant developments in higher education in the last twenty-five years has been the increasing number of adult students enrolled at colleges and universities. The demographic shift in the composition of the United States indicates that adults, for the first time in history, outnumber youths. Since colleges and universities have historically drawn their student body from the 18-22 year old range, expanding their offerings and services to include adult learners must be a strategy institutions of higher education adopt if their continued survival is to be a reality.

In order for institutions of higher education to plan programs which attract and retain adult learners, an understanding of both the characteristics of adults and their motivations for seeking higher education is needed.

This research examines data collected from the National Center for Education Statistics' *National Household Education Surveys* (NHES) of both 1991 and 1995. Specifically, an analysis of the personal, educational, and employment characteristics of adults who enrolled in institutions of higher education are examined. In addition, the type of institution attended and main reason for attending are studied. This research seeks to develop is a framework that better defines (a) the adult learner; (b) the types of institutions adult learners attend; and (c) the main reasons for attending institutions of higher education.

Research Questions

Using data from both NHES:91 and NHES:95, responses from adults who participated in some form of postsecondary education were analyzed. The research questions are as follows:

1. To what extent do the following *personal* characteristics determine an adult's involvement in educational programs offered by an institution of higher education?

 * Age
 * Gender
 * Race/ethnicity
 * Marital status
 * Household income level

2. To what extent do the following *educational* characteristics determine an adult's involvement in educational programs offered by an institution of higher education?

 * Higher level of education completed

3. To what extent do the following *employment* characteristics determine an adult's involvement in educational programs offered by institutions of higher education?

 * Time worked for most recent employer
 * Type of present job
 * Perception of job loss in the next 12 months
 * Requirements for continuing training/education

4. What type of *institution of higher education* was attended?

 * Two-year community or junior college
 * Public two-year vocational school or technical institute
 * Four-year college or university
 * Private vocational, trade, business, hospital, or flight school
 * Adult learning center

5. What was the *main reason* for adults attending an educational program offered by an institution of higher education?

 * Improve, advance, or keep up-to-date on current job
 * Train for a new job or a new career
 * Improve basic reading/writing/math skills
 * Meet a requirement for a diploma, degree, or certificate
 * Personal, family, or social reason
 * Some other main reason

The Art Institute of Dallas

Brain-Compatible Teaching and Learning: Freeing Your Students' Natural Abilities to Learn

Jeff King
System Persistence and Institutional Research Specialist
Art Institutes International
c/o Art Institute of Dallas

Research in the past decades has indicated the human brain is a voracious learning instrument. Unfortunately, many of the instructional methods used in the classroom work to suppress or to counter this natural ability. The teaching methodologies employed by college instructors have a large impact on how much students learn; how easily they store, access, and manipulate the material they are presented; and how much they enjoy being in school.

A student who enjoys learning is much more likely to persist in her education. If she finds learning to be a naturally rewarding process, she will be more inclined to appreciate her educational experiences. Her evaluation of herself as a student, and as a person, will be more accurate.

The pedagogical models most of us experienced in our own educations, and therefore the models we usually emulate in our teaching, often inhibit our students' natural learning abilities. We need to avail ourselves of the current technology on how to teach effectively. If we do not, we are handicapping our ability to teach and our students' abilities to learn.

Mr. King will discuss some of the exciting research underway on how the human brain learns and how that information has resulted in proven, state-of-the-art pedagogical models.. The focus of his presentation will be to expose participants to the coming paradigm shift in how we will educate our students. These more effective ways of teaching are becoming more widely adopted as surely as upgraded computers are replacing slower, less efficient processors. Given a choice, most teachers will want to discard the slow, outdated, and ineffective teaching/learning platform in favor of upgrading to the current technology.

Participants will not just hear about these breakthroughs in teaching methodology–they will experience them as well. The presentation is structured so that Mr. King employs many of these techniques as he presents the information. An extensive bibliography of resources containing information about brain-compatible teaching and learning is provided as part of the workshop, as are two learning style inventories, one based on sensory modality processing and the other based on informational grouping preferences.

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The Art Institute of Dallas

Brain States: A Key to Learning, A Key to the Coming Revolution in Education

Jeff King
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Educators have known for eons that learning takes place better under certain conditions. Unfortunately, the circumstances that create educational magic—that state in which students learn eagerly, effortlessly, and enthusiastically—usually seem beyond our control: the magic happens or it does not. Brain function research is beginning to identify ways to present information that helps educational magic happen, but helping students identify the state remains a challenge. The first step for students to re-create the state whenever they want to learn is for them to be able to identify when they have successfully created and entered their own personal combination of mental, physical, and emotional states that lets educational magic occur.

Now there is technology that lets us identify the magical state of joyous learning, of focused concentration, of "flow." These technological advancements make it possible for schools to teach students how to create this state. By entering such a state for learning activities, students access their innate ability to achieve stunning feats of learning: 1000 words a day of a foreign language, reading at thousands of words per minute, and photographic memory, for example.

This workshop will introduce some of these technologies. Included will be a demonstration, group brain state alteration, and a focus on what the future holds as these technologies make their way into the classroom. A bibliography of resources will be provided, and visuals of the brain at work, in and out of the educational magic state, will be shared.

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Assessing Trends in Student Attitudes Using CIRP Data, 1985-1994

Gregory E. Koch

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP is now the nation's largest and oldest empirical study of higher education, involving data on some 1,400 institutions, over 8 million students, and more than 100,000 faculty. To maximize the use of these data in research and training, the CIRP was transferred to the Graduate School of Education at UCLA in 1973. The annual CIRP freshman and follow-up surveys are now administered by the Higher Education Research Institute at the University of California, Los Angeles, under the continuing sponsorship of the American Council on Education (The American Freshman, 1985).

The purpose of the current study was to examine attitude trends in the Austin College population (using repeated measures) over a ten year period (1985-94), and to establish whether CIRP surveys are useful tools for doing so (since only one section of the questionnaires deal with student attitudes on specific issues). Attitude trends were explored in several ways. First, responses to selected questions from three longitudinal CIRP surveys given to the Austin College freshman class of 1985 were examined. Multivariate Analysis of Variance (MANOVA) was used to test for statistically significant attitude change within the sample. When a particular attitude was measured only twice the t-test for Paired Samples was used. It was found that statistically significant changes had occurred in several areas. Agreement that marijuana should be legalized rose 16.2%; agreement that abortion should be legal rose 26.6%; and agreement that homosexual relationships should be illegal declined 37.4%. The belief that an individual can do little to change society also changed significantly.

Next, trends in the 1985 sample were compared to trends between each Austin College freshman cohort from 1985 to 1994. By plotting the longitudinal data against the cross-sectional data, it was possible to infer the causes (age effects, period effects, etc.) of various attitude changes within the 1985 sample. Agreement that marijuana should be legalized appears to be due mainly to period effects; while age effects could be the reason for increased agreement that abortion should be legal. Period effects appear to account for much of the disagreement with the statement that homosexual relationships should be illegal. Unfortunately, changes in other attitudes are not as distinct and may be due to a combination of period, age, or other effects.

Second, the longitudinal data from Austin College was plotted against responses from the national data. Differences are apparent; however, since individual responses from national data are not available, we cannot establish whether there is a statistically significant difference between the two groups. Interestingly, the Austin College student

sample, as a group, is more "liberal" than the national sample from comparable institutions even though they describe themselves as more conservative. Additionally, the attitudes assessed in the longitudinal sample become more liberal during the college years when compared with the freshman cohorts in the national sample.

Third, the cross-sectional data from Austin College was plotted against national data. Although the results are only descriptive, some startling differences appear. From this angle, it is apparent that upon entering college, the local student samples are more liberal than the national samples. As noted earlier, these same students become even more liberal over the course of their college experience (when compared with the national sample).

This study presents some of the benefits (and drawbacks) of using CIRP surveys in one area of assessment--that of assessing attitudes. Overall, I believe using CIRP presents an efficient strategy for the assessment of attitudes within a local student population. It yields the dual benefit of having a national cohort to compare one's students to while also allowing you to talk about the idiosyncratic features of the home institution.

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The Impact of Retention Training on Faculty Attitudes Toward Academically At-Risk Community College Students

Hank Hurley, Ph.D.

The willingness of faculty to attend to individual student learning needs, and to invite participation of students in out-of-class discussions to complement their cognitive and affective development, has been shown to positively influence both student satisfaction with the educational experience and faculty satisfaction with the teaching profession. The potential impact of retention training on faculty attitudes and behaviors toward students reflects a well documented theory and process of attitudinal and behavioral change. The principal characteristics of this process include the active participation of the faculty, identification of particular behaviors to be adopted, and opportunity for assessment of their outcomes.

This report will address findings of a study initially conducted at Austin Community College (Texas) in 1993 and which is ongoing. The purpose of the study was to investigate the impact of the "System of Success" training model (Austin Community College) on faculty attitudes and behaviors with students.

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A multi-method research design was employed, consisting of 1) a pretest and posttest survey to assess the effects of the intervening retention training on faculty attitudes, and 2) an interview component to assess the impact of training on faculty behaviors. Fifty-five faculty were surveyed and twelve faculty were subsequently interviewed.

Variables which were studied included the relationship of the overall impact of the training to years of teaching experience, experience with at-risk students, part-time vs. full-time faculty status, and teaching discipline.

Faculty participants experienced an increase in positive attitudes toward at-risk students, characterized by a broadening of viewpoint concerning the nature of the at-risk student population and an increased appreciation for their participation as students in the classroom. Faculty also experienced positive behavioral change toward at-risk students which was demonstrated by the development of instructional techniques to foster individual student involvement in the learning process.

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The Quad

Title of Presentation:
Putting the Focus in First Year Focus

Presenter's name:
Debra Howard Stern

ABSTRACT

The First Year Focus Program at Barnard (FYF) was created to meet the developmental needs for the first year population. Over the years FYF has evolved into what can be considered an extended orientation program. FYF combines academic and co-curricular activities to assist first year students in adjusting to life at Barnard College. The theoretical foundation of the FYF is based on research by Upcraft and Gardner. The content areas that make up the First Year Focus program include, orientation to campus resources and facilities; easing the transition and adjustment to the college environment; improving interpersonal and/or life skills; improving self concept, self assessment, and personal responsibility; creating friendships; developing a sense of campus community; addressing campus issues; exploring the purpose of higher education and institutional mission; career planning; providing an introduction to campus rules, regulations, policies and procedures; clarifying values and exploring ethical issues.

All activities sponsored by FYF are held in the residence hall. Attendance at events is voluntary, and students do not receive any academic credit for their participation. Incentives are built into the program to encourage students to attend such as floors with the highest amount of attendees receive prizes at the end of the year. The residence hall staff serves as the "cheerleader" for events on their floors. One goal of the program is to increase student/faculty interaction. This summer a committee was formed to assist with planning FYF programs. The committee comprises members of various Student Services departments, as well as faculty.

During this session Debra Howard Stern, coordinator of the First Year Focus Program will describe the program, discuss the initiatives taken to reach out to various campus offices, discuss ways that similar programs can be implemented in residential areas, and share resources and materials.

CARDINAL STRITCH COLLEGE

PROCESS, PROBLEMS AND PROGRESS OF ARTICULATION AGREEMENTS

Dr. Linda Plagman

ABSTRACT

In order to remain competitive among an ever-increasing number of non-traditional business programs for working adults, Cardinal Stritch College had to address the need for developing articulation agreements with 2-year institutions. These agreements, in essence, guarantee that CSC will accept most or all of a student's credits from a completed 2-year degree program from a specific institution and also indicate exactly what that student will need to complete to earn a Bachelor's degree from Stritch.

Stritch is a 60-year old Catholic college which developed non-traditional business programs only about 15 years ago, which dramatically changed the composition of our student body and, consequently, challenged us to change. The most difficult part of the process of creating articulation agreements, from beginning discussions to the first completed document, involved identifying -- and working through -- quite different philosophies (i.e., student vs consumer, education vs product, academic vs business model) among the various Ad Hoc Committee members and finding a workable compromise between the programs' recruiters ("sales" force) and the traditional liberal arts faculty that would both facilitate transfer students' entry process and maintain our strong academic standards.

At this time, we have completed about 25 individual articulation agreements with four 2-year institutions for our non-traditional programs in management and have started developing such agreements for our traditional liberal arts majors/degrees.

The presentation will address more specifically the many challenges/problems encountered by an historically liberal arts college and faculty when faced with the realities (and language) of the "market" and will offer suggestions about a process to facilitate success.

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Academics in the Orientation Process: Easing the Transition of First-Year Students

Karen Patterson, Ph.D., Director of the Mentoring Program
Fran Waller, Ph.D., Associate Provost
Sue Feldman, M.S.E., Director of Academic Advisement

Although academics are not the reason that many students fail to persist in their college or university experience, academic issues can certainly impact the factors that do result in student dissatisfaction and attrition. The college experience differs from the high school experience in many areas, including academics. The first-year student who is encountering academic difficulty may feel a sense of isolation from the entire college experience. By providing an orientation process with a strong academic component, first-year students are given the tools for academic success. A comprehensive academic advisement program combined with a planned (mandatory) placement policy results in students being enrolled in classes appropriate for their abilities and for their goals, thereby limiting academic frustrations. Adding a faculty mentor program to the overall academic picture provides students with a stable point of connection to the university and with someone who can refer them to available campus resources. All of this is blended into a three- stage orientation program which includes: 1) Summer registration/orientation, 2) Fall Orientation, and 3) University 1000 (an extended orientation - freshman success course).

Academic Advising - Central Missouri State University includes a three-step advisement process in the summer orientation for first-year students. In the first step, new students and their parents are given a tutorial in the area of academic planning, terminology, and requirements. This is especially useful if the student happens to be the first-generation in his/her family to attend college. The second step in the advisement process consists of small group advisement where students meet with an adviser assigned to specific major areas. The small group advisement deals with some general information which all students need to enroll plus some discipline-specific information such as specific prerequisites, course sequences, etc. Each student then meets individually with his/her advisor to deal with student-specific issues and to finalize enrollment.

Planned Placement - The university has identified four core skills areas: English, oral communication, reading, and mathematics. These four areas are considered in the planned placement program. Entering students are placed in courses in these areas based on ACT scores, class rank, and previous academic record. A student's placement is one of the student-specific issues which is covered in the individual appointment with an academic adviser. There is a method for appealing a given placement.

Faculty Mentors - The program uses faculty, administrators, and professional staff assigned as mentors to traditional age, first-year students to:

a) facilitate students developing a one-on-one identification with at least one member of the university community to help ease the adjustment to university academics and lifestyle and develop a sense of connection to the university

b) improve the experience of first- year students by giving them information and opportunities to participate in the wide range of academic, personal, and social resources on campus.

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Plugging Faculty & Staff into the Orientation Process

Karen Patterson, Ph.D., Director of the Mentoring Program
Melanie Thomas, M.A., Interim Special Assistant to the Provost for First-Year Students

Central Missouri State University recently went to a three-stage orientation process (Summer Registration/Orientation, Fall Orientation, University 1000) with university faculty and staff highly involved in all three stages of the process. In addition, between 75-125 university faculty and staff members serve as university mentors for first-year students. Faculty and staff participating in the fall orientation, University 1000 program, and mentoring program are recruited and trained each year.

Summer Registration/Orientation: During summer registration/orientation, students & parents meet as a group with:

a) the college deans for the student's selected major
b) the department chair (or a departmental representative) for the student's selected major
c) the director of academic advisement
d) the academic adviser for the student's selected major

The students also meet individually with their assigned academic adviser and have the opportunity to meet as a group with the Director of the Honors Program, the Chair of the Educational Development Center, and various members of the Student Affairs, Housing, and Food Service staff. The parents attend a "Parenting a College Freshman" session led by the Vice-President of Student Affairs.

Fall Orientation: During fall orientation, students hear from faculty panels, participate in a faculty-led reading/group discussion session and hear a mock lecture with notetaking practice and evaluation. They also meet in groups with their assigned university mentors.

University 1000: Central Missouri State University piloted its extended orientation - student success freshman seminar course (University 1000) in the fall semester, 1984. During the ensuing 12 years, approximately 275 different volunteer instructors have taught University 1000.

Central Academy of Mentors - The Central Academy of Mentors is the university mentoring program in which university faculty or professional staff members have met specified qualifications and have agreed to serve and make the commitments necessary for the success of the program. These mentors:

- are assigned a group of traditional age first-year students
- take a proactive role in those students lives during the first few weeks of classes
- provide those students with a campus contact to give support, information, and encouragement.

CERRITOS COLLEGE

Native American Indians and the Western Tradition: A Learning Community

Linda J. Palumbo and Ana Torres-Bower

Students in our freshman seminars have been asking both for more multicultural focus and for more exposure to Western "classics." This learning community, composed of two interlocking seminars, responds to these requests by offering cross-cultural comparisons of epistemologies, aesthetics, metaphysics, moral systems, and social philosophies. Of particular interest are depictions of early encounters: how did societies place one another in preexisting interpretive frameworks? How do societies continue to use literary and social models to understand other cultural groups? Students in these seminars will conduct research in the diverse cultural communities of southern California.

Cerritos College is located in one of the most ethnically diverse communities on the globe. Quite commonly our incoming students represent well over fifty native languages. Thus encounters with "others" are the stuff of everyday experience on our campus, as indeed is increasingly true of college campuses across the country. Last year one community of interlocking seminars had ancient Greece as its focus. Students found the culure compelling both for being equally remote from almost all of them and for possessing tremendous intrinsic interest. Students did research linking rhetorical, literary, philosophical, and mathematical topics relevant to ancient Greece and to the contemporary culture of our campus. This year, we are looking at cultures that may not be equally remote to all students. Our emphasis on transitions and encounters is designed to encourage students to understand their own transitions in becoming college students while they reflect in a scholarly manner on topics of study.

Since our program is currently under design, we hope to learn from colleagues who attend our presentation. As a large, urban institution we seek to improve our retention and matriculation by offering a variety of learning communities and programs to incoming students while maintaining an inviting and comfortable campus environment. We will be reporting on such topics as narratology (how narrative conventions structure stories of cultural interaction), epistemological categories and their (in)adequacy for comprehending American Indian ways of knowing, and integration of such works as pottery, weaponry, and weaving into the systematic study of philosophy and literature. Reading lists and syllabi will be available. A bibliography will be made available to those who request one.

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THE CITADEL
THE MILITARY COLLEGE OF SOUTH CAROLINA
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OFFICE OF THE
DEAN OF UNDERGRADUATE STUDIES

THE ACADEMIC ORIENTATION PROGRAM FOR NEW CADETS AT THE CITADEL

John W. Gordon, Ph.D.

This presentation considers The Citadel's program for conducting what is essentially a hand-picked faculty-, cadet-run process of academic orientation for all entering new 4th class (first-year) cadets. The program was initiated by the college's vice president for academic affairs and current interim president, Brigadier General R. Clifton Poole, and has been carried through two cycles. The main purpose is to help new cadets achieve academically to their maximum potential. It provides a practical, hands-on, small-group approach, Citadel-specific program of study and time management skills, and is conducted in two phases of two days each. The first phase comes prior to formal military training, and emphasizes diagnostic and placement testing. The goal, in addition to gaining vital functional information, is to ensure that the new cadet's first relationship with the college is an academic one. The second phase, at the end of a week's military training, makes extensive use of older (senior-year) cadets who serve in mentor roles to facilitate the transistion into the start of classes. These individuals are carefully selected on the basis of academic performance and interviews by the chief academic officer at the college, and work in concert with faculty members who serve as advisors to each cadet unit. With academic support services

elements, these individuals, likewise, conduct subsequent follow-on "academic touch-base" and"intensive advisement" sessions at key points in the academic year. Preliminary data derived from assessment processes suggest a positive level of satisfaction with the program on the part of new cadets, and a high degree of satisfaction among older cadets and faculty members involved with its presentation. (Slides, video and hand-outs will support the presentation.)

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THE COLLEGE OF NEW JERSEY

Living with Success: A Residence Program for Transfer Students

Mary-Elaine Perry
Magda Manetas

Attention to the differing orientation needs of transfer students began at The College of New Jersey in the early 1990's. The college established two, one-half day orientation programs for transfer students; one in June for academic advisement and one in September for a formal welcome to the campus community. These efforts typically attracted about one-third of the transfer students and generally left them feeling the need for additional ways to connect with the institution and each other. These programs were revised to better address the expressed needs of transfer students. However, there was more that could be done through an intentional residential program.

In the Fall of 1995 the college was able to provide on-campus housing for transfer students for the first time in recent history. Transfer students were housed randomly among the upper-class students. We did not offer any programs or activities that recognized the special needs of transfer students. Over the course of the year, the needs of the transfer students became more apparent. With the cooperation of the Residence Hall Association, we made a decision to house the transfer students in a common location within an upper-class residence hall.

The specific needs of transfer students that are being addressed through this residential program include:

- Institutional recognition of the differences between transfer and first year students and attention to those differences;
- Introduction to campus life and resources;
- Connections with other transfers as well as returning students;
- Connections with faculty;
- Opportunities for involvement in the campus community;
- Support for higher academic expectations and introduction to academic support services;

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- Personal support for their decision to transfer to the college and opportunities to explore this transition with their peers.

Recognizing that it is imperative to student success that a strong sense of community develop between faculty and students, a **Faculty Fellows** program facilitates the development of these relationships. A Faculty Fellow is partnered with each residence hall wing. This partnership allows faculty to have informal contact with students, provide academic support and assist students with their integration into the college community. Our Faculty Fellows are full-time faculty selected in line with the students' academic majors.

Students receive **peer support** through the involvement of returning upper-class students. Two Community Advisors per floor (1:25 ratio) provide assistance in all areas. In addition, an Activities Coordinator and a Tutor, present programs in the hall and lend support through their areas of expertise.

Traditional **residence hall programs** have been adapted to address the issues that face students transferring to The College of New Jersey including: orientation to the campus; assistance with getting involved in campus life; time and stress management; decision making and career exploration; self-esteem; and how to register and use the phone system. The staff is also assisting students to balance the social and academic aspects of their lives in this time of transition.

We plan to measure the effectiveness of these efforts through the annual survey of student satisfaction with their residential experience; analysis of judicial data kept on all resident populations; retention at the college and in the residence program and through focus group discussion with students. With a better start and stronger foundation, we believe the students will be more satisfied with their experience and more confident of their ability to be successful The College of New Jersey.

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Cuyahoga Community College

COMMUNITY COLLEGES EMBRACE PROGRAMS FOR FIRST-TIME STUDENTS

Dr. Alex Johnson

ABSTRACT

Many more Community Colleges are implementing programs that address the specific needs of first-time students. They are finding that these programs help acclimate students to the campus and possibly help in decreasing attrition rates.

These programs reflect a variety of philosophies, goals, and activities. So, the purpose of our study was to identify common practices and exemplary models.

We developed a survey and followed-up with telephone calls to over 200 community colleges identified by the National Resource Center on the Freshman Year Experience as having programs for first-time students. We were interested in examining the components of programs, finding out the advantages with particular student populations, and determining if the programs could serve as models for establishing new programs or improving existing ones.

The data uncovered these elements of successful programs.

- Pre-college preparation programs assessment/placement testing;
- Pre-admission testing, counseling, and advising;
- Developmental skill courses in English, Mathematics, and General Studies;
- Special seminars and extended orientation for first-time students;
- Computer-aided instruction;
- Centralized services including campus tours; library tours; and tours of college resources;
- Mentoring programs.

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Cuyahoga Community College is an affirmative action / equal opportunity institution.

During this period of time when many colleges are facing enrollment declines, increasing competition, and decreasing resources, this study attempted to address the growing need to understand the relationship between how educational institutions receive first-time students and how this initial reception affects them. It is hoped that this investigation will result in a greater understanding of our students goals, the needs of the job market where they will eventually find employment, and the educational institutions' transitory role between the student and their eventual attainments.

Drury College

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ABSTRACT:

As collegiate institutions move into the 21st century, the emphasis on citizenship and leadership grows. Contributing to the students' critical thinking skills, service learning has been heralded as a way to dovetail academic endeavors with practical application. Drury College has developed a four year "Leadership Program" which addresses the needs of the students and incorporates the ideology behind our collegiate university. By utilizing our institution's Mission Statement in the "Leadership" programming, we hope to instill in our students those qualities which truly combine to produce successful individuals, as well as global citizens.

The fact that a student has been admitted to Drury signals to us that they have the ability and drive to be a leader. Additionally, each individual currently enrolled in Drury has already shown us they possess the qualities to be exceptional on the collegiate level. Therefore, during the first week of school, a mailing is sent to each Drury student. Since the participation for each level is limited to forty, a prompt acceptance is recommended. It is important to note that non-participation on one level does not exclude a student from participating in subsequent years. We encourage every student to make "leadership Drury" a part of their collegiate experience.

Bridges:Year One is the first level in the "Leadership" series. To begin the year, a retreat is scheduled off campus. During this first seminar, and outside speaker presents workshops dealing

BEST COPY AVAILABLE

with issues involved in leadership and follow ship. Personal development is the theme and focus for the subsequent seminars. Working with groups, mastering the intricacies of time and self management and total wellness are targeted issues for Year One. In addition, setting goals for college and beyond fall into place under this heading.

After a student has successfully navigated their first year of college, Connections: Year Two kicks into place. Improving group skills is the focus; leaders are made, not born, and group involvement is the first requirement. During this time, students practice communicating, learn to arrive at solid group decisions through collaboration and conflict resolution. An ethics dinner series is the culmination of the experience, and a campus-wide service project is organized and spearheaded by this group.

Community service shines during Directions: Year Three. TASK, Taking A Stand For Kids, is staffed entirely by this group. Improving the lives of high risk children by being a tutor, serving as a big brother or sister, starting a scout troop, or simply spending time at a day care center are all activities which will take place. Making a difference in the lives of others is a key part of this experience.

"Leadership Drury kicks into high gear during Gateways: Year Four. Each participant will create a mission statement for their own use in both the professional and personal realms. Goals will be set to implement the plan, and interaction with alumni mentors and networking with community leaders will highlight the experience. As a senior leader, each student will reflect on their time in college and share their wisdom with the Drury community.

This comprehensive, four year program is designed to provide students with the *necessary* insights, experiences, and skills to become active leaders in the world of tomorrow.

ETSU

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Evaluating Classroom Instruction: What's Important and What's Not?

Norma MacRae

ABSTRACT

Rationale: The current emphasis on improving classroom instruction and on accountability at the collegiate level requires that we evaluate the aspects of teaching that affect students' learning. However, inexperienced peer- or self-evaluators often focus on the wrong things. For example, teachers who view themselves on videotape commonly fixate on minor features of their speech or appearance that do not interfere with communication. Similarly, peer-evaluators may give trivial or irrelevant feedback.

This presentation is conducted through question/answer and discussion formats, interspersed with mini-lectures; therefore, the actual content covered will vary according to participants' experiences and interests. The topics routinely covered include the following:

A. Factors that do not seem to affect students' learning

1. Teacher's demographic or personal characteristics (except communication skills)
2. Teacher's personal mannerisms or appearance (unless these interfere with communication)
3. Teacher's education and experience beyond a basic, reasonable level of competence for the content and skills to be taught. (Beyond the requisite level of preparation and experience, other factors appear to be more important.)

Basic Concept: In evaluating teaching (own or others'), resist the tendency to focus on the teacher's appearance, speech patterns, or personal characteristics or mannerisms unless these interfere with communication.

B. Three major factors that do seem to affect students' learning

1. Amount and quality of instruction (research on the relationship of time-on-task and effort to learning)
2. Organization and management of course and instruction

(examples of relevant course characteristics, teaching behaviors, and redundant systems; beginnings, middles, and ends, etc.)

3. Teacher's communication skills
 a. Enthusiasm
 (1) High inference variable
 (2) Commonly identified attributes
 (a) Facial
 (b) Vocal
 (c) Motor

 b. Clarity
 (1) High inference variable
 (2) Commonly identified attributes: Effective teacher communication is:

 (a) Highly explanatory--examples, applications, definitions, pictures, objects, demonstrations, etc.

 (b) Highly structured--linked and ordered ideas; lists, numbers, sequences; cause/effect, any other relationship among ideas; gestures, pauses, hints and clues; rhetorical questions.

 (c) Highly redundant--repetition, paraphrase, review, summary.

 (d) Slower--lower information density, thorough coverage, checking student comprehension.

Basic Concept: Evaluators can use the three major factors as a template for deciding which features of classroom instruction to critique and which to ignore, as well as a basis for communicating what the problem may be and possible solutions.

C. Sample systems and forms for evaluating classroom instruction at the collegiate level and specific examples of aspects to evaluate and to ignore or minimize.

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Franklin College

The Professional Development Program at Franklin College:
A Comprehensive Program for the Senior Year Transition

Presented by: Marilyn H. Bedford

ABSTRACT

This session will describe the development of the Professional Development Program (PDP), whose mission is "to equip students with the competencies and resources necessary to be successful in their personal and professional lives on and beyond the campus." Through training programs, interactive presentations, special events, and courses for credit, students acquire skills related to communication, leadership, lifestyle issues, personal and ethical concerns, and career development. The overview will include how the program was initiated, how it is funded and staffed, where it is housed, and what types of programs are held throughout the school year.

Four years ago, Franklin College began the Professional Development Program. Endowment funding for the first four years of programming and the executive director's salary, and the seed money for the construction of a center for professional development was provided by a college trustee. This year, the college has put the program in its operating budget. PDP is under the Dean of Student Affairs and the office includes the Executive Director of PDP and the Director of Career Services. The Dietz Center for Professional Development provides a residence hall for seniors in the back section (coordinated by the Director of Residence Life) and a front programming area consisting of meeting and dining rooms, the PDP office suite, and a resource library, managed by the Executive Director.

Over the four years, a model for programming has been developed. Career Services carries out the normal functions for that office (internships, career awareness, training for the job search, etc.) PDP provides training and events in four other key areas: communication, leadership, lifestyle issues (etiquette, healthy lifestyles, personal appearance, etc.), and personal/ethical concerns (arts awareness, diversity awareness, accountability, creative problem-solving, etc.).

Students who live in the Dietz Center are invited to all events. Some events are open to all seniors, some to students in certain departments, and some to all students. During the 1995-96 academic year, 637 students (out of a student body of approximately 850 students) and 84 faculty and staff members attended at least one PDP event.

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Since all of the events are co-curricular, a key concern has been discovering how to get students to attend the programs. For the past year, the staff has worked closely with academic departments, encouraging them to have their students attend events that would be particularly helpful. We also offer to take programs into the classroom and we try to coordinate programs with other staff members in Student Affairs, with the residence halls, and with student organizations. This year we also instituted the Dietz Professional Development Award, a cash award given to two graduating seniors who have participated in PDP events and have completed an application and interview process.

Some examples of the types of programs that we have are:

PDP Weekend Trip - to a large city (Chicago, St. Louis, Cincinnati) including corporate site visits, alumni networking, attendance at fine arts events, and a formal dinner.

Workshops - on topics such as conflict resolution, facilitating small groups, effective presentations, time management, ethics, listening skills, creative problem solving.

Senior Gala - a black-tie reception, dinner (with speaker) and dance, planned by a senior student committee, held in the spring.

Special events - The World Game (to teach negotiation skills, awareness of world issues, and diversity awareness); Holidays Around the World (to appreciate different cultures); special topical panels in conjunction with classes or departments (e.g., Career and Family Issues for Women in the '90's).

Courses - "Strategic Career Advancement" taught by the Director of Career Services for juniors and seniors. "Life After College" taught by the Executive Director of PDP, for graduating seniors.

Funding - The PDP budget provides financial assistance to departments or student organizations to attend professional events in their major fields of study.

For more information about this program, contact:

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HILL COLLEGE

FROM DISORIENTATION TO ORIENTATION:

EMPOWERMENT OF THE COLLEGE STUDENT

Since 1993 three instructors from different learning disciplines--counseling, psychology, and education designed a collaborative approach to involving students in the Orientation program at Hill College Cleburne Extension Center.

The goal is to accomplish the development of proactive learners. The program creates a high level of student involvement. The skills to learn success are through application of ideas not just the dissemination of information. Students in transition need more in-depth experience and more time to master success skills. With this in mind, Hill College Cleburne uses certain non-traditional activities to create a learning environment for college success.

The objective of the workshop is two-fold (1) to share with participants how our college has helped students become successful consumers of the community college experience, and, (2) to demonstrate creative approaches to classroom learning: whammy cards, scavenger hunts, assignments for missed class, Master Mind game,

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HILL COLLEGE

lecture evaluations, student presentations, and student personality style survey.

The presenters will distribute handouts which include the classroom activities and will share the results of their in-action research.

Participants will be shown how to replicate and/or modify these ideas, activities, and methods at their college. The presenters will show how the students, instructors, and the college have benefited from the variety of approaches by addressing these questions: Who are our students? What needs do our students bring to the community college? What skills do our students have and/or need to acquire?

PRESENTERS:

DR. LINDA ALLEN: DEVELOPMENTAL ENGLISH AND READING INSTRUCTOR

DR. GREG STANLEY: PSYCHOLOGY AND SOCIOLOGY INSTRUCTOR

MS. JENNIFER FOWLER: DIRECTOR OF VOCATIONAL COUNSELING AND AND ACADEMIC ADVISOR

Master's degree in Sociology and Counseling Education from Texas Woman's University, Denton Texas. Fifteeen years in college administration and several years in marketing and business. Major interest is in students in transition with creative approaches regarding retention.

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HUMBOLDT STATE UNIVERSITY
Department of Journalism

Title: STRIVING FOR A SEAMLESS TRANSITION FOR TRANSFER STUDENTS: THE FIRST ADVISING MEETING

Presenter: Maclyn McClary, Professor, Dept. of Journalism, HSU, Arcata, CA 95521 -- (707) 826-3941

Abstract

Because we assume that transfer students are more academically experienced, we may neglect to fully plan for their initial academic advising experience.

This inter-active presentation seeks to suggest ways in which new student anxiety may be reduced and other problems dealt with in the first advising meeting for transfers.

This presentation was inspired by a new majors meeting in which all the transfers strongly stated that in their first few days at the university, they felt "unsettled, overwhelmed, insecure," and that "the world was going around too fast" and there were "too many things going on."

Some relatively easy planning strategies may help in the future. For example, tightening a schedule and sticking to it may mean the orientation is over sooner. A careful review of all the meetings and of all the written materials given to transfers may reveal that we are overwhelming them and flooding them with information, much of which may not be relevant until much later.

Experience indicates that the most likely cause of stress is anxiety over "what if I don't get my classes?" Aren't there strategies available to reduce this concern and honestly provide reassurance?

Experience also suggests that academic advising should be mandatory and that it can best reduce anxiety over enrollment if advisers have up-to-date and accurate seat availability information.

Parents involved in the academic advising process may further increase stress. Peer group advising should be managed to reduce new student anxiety, not increase it.

The opportunity for a student to identify with one faculty adviser is crucial.

Emphasis should be placed on the specific goal of academic planning for the semester ahead.

SEEK Department
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STRESS MANAGEMENT
A SURVIVAL COURSE FOR THE TRANSITIONAL STUDENT

Presenter: ***Denise L. W. Simmons***

Stress has been identified a significant factor in the determination of success and failure of academic performance. Students in a transitional phase have been evaluated as prime candidates for the negative impact of stress and therefore are in need of a long term plan devised to minimize failure and maximize personal empowerment and success. A course specifically designed to present students with a comprehensive overview of the psychological, physical and social understanding of the individual stress response can equip them with practical intervention strategies and techniques to have a significant impact on their individual academic success. This course was administered to a sub population of academically under prepared students in a pilot program with Hunter College SEEK Students.

Through the evaluation of a series of self administered inventories, course participants were able to begin to monitor their stress response on a daily basis. The process of self assessment helps students begin to see the relationship between personal locus of control issues and stress. With scientific measures such as biofeedback and techniques designed to change the reaction of the sympathetic nervous system, they are then motivated to increase the amount of control they have over their reactions. The combination of these factors facilitate a state of personal empowerment achieved by mastering the seven techniques presented in the course.

Recent research into the multiple factors effecting the retention of the transitional student have identified two important elements that academic institutions can now take steps to alleviate. The first element is alienation, the feeling of not being a part of, or belonging to a group. The second most important element identified, Powerlessness, is directly related to stress as it identifies the amount of control one feels over self and encountering situations or stimulus. A course specifically designed to present students with a comprehensive overview of the psychological and physiological understanding of the stress response in combination with peer support provided in block programing can have a dramatic effect on the individual locus of control factor as well as a significant impact on academic persistence. Through the exploration of short personalized inventories and mastering cognitive techniques, session participants will become equipped to inmate a course in stress management skills for the transitional student.

Hunter College of the City University of New York 695 Park Avenue New York NY 10021

This course has improved the academic performance and persistence of a significant number of special program students who have successfully completed the course * (and participated in orientation and block programming since the SP 1989 semester) Through personal assessment and use of practical techniques to reduce the physical and psychological effects of STRESS, students have begun to maximize their scholastic potential by first solving problems in their personal lives which have impacted upon their academic pursuit. The use of positive, EUSTRESS combined with effective coping skills can equip students with the ability to conquer negative thoughts and emotions, performance anxiety and frustration. This course provides a blueprint for behavior modification, personal transformation and empowerment. Documentation of their personal stress journey becomes a viable research project which includes review of existing research in the field. This methodology assists students in gaining necessary, analytical and expository skills required for continued academic success.

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Initial Assessment of a Large Learning Community Program

Program Chair: Dr. Alan E. Dillingham
Additional Presenter: Dr. Elizabeth Harris, Director, University Assessment Office
Additional Presenter: Carlye Kalianov, Director, Academic Advisement Office

Illinois State University, a public university with approximately 17,000 undergraduate students, implemented a learning community program for new freshmen in the fall of 1994. This program, called CONNECTIONS, was designed to serve between 500 and 800 new freshmen. The anticipated outcomes of this initiative were to enhance student recruitment, facilitate the transition of new freshmen to the campus community and improve first year academic performance and persistence. From the beginning, a systematic effort was made to collect data and information in order to comprehensively assess the program. Our proposed paper is a report of the assessment effort and is based on the second year offering of the program for the fall 1995 freshman class.

The fall 1996 semester will initiate the third cohort of students into the CONNECTIONS program. The program has been organized to permit small groups of students to take the same two or three subject-related classes together. In addition, each small community of students meets for a weekly one hour non-credit seminar, with a group leader and a peer advisor, to pursue academic and social endeavors in a more informal setting than the classroom. Adjustments have been made in the structure of the program, the most significant changes being implemented after the first year.

During the limited amount of time that CONNECTIONS has been operational, the University has learned a great deal. The program has had a surprising impact in many dimensions of intellectual and social life on campus. In the paper, we provide information about our experiences with learning communities and our research efforts. We have learned about the

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characteristics of students who choose to participate, the impact of the program on indicators of academic success such as GPA and persistence rates, student behaviors and habits, student perceptions of program benefits, and faculty experiences with the program. We also discuss proposed changes in the structure and operation of the program which are suggested by the evaluation results.

A comprehensive learning community program such as the one at Illinois State, offers broad benefits to the university, its students and faculty. Students respond positively to the additional support that aids adjustment to college life and the opportunity to establish a large circle of friends quickly. Both students and faculty respond positively to the increased three-way interaction among students, faculty and support staff. A climate is created in which such interaction is viewed as valuable and important to the mission of the University. The program is also perceived to be positive by external university constituents in that it reflects the University's commitment and concern for the well being of its students, especially new freshmen.

Educators recognize that it is a challenge to achieve a significant academic impact in the lives of incoming freshmen. Learning community programs are designed to address this problem. Our experience suggests that achieving this goal through CONNECTIONS is related to the extent to which curricular and cocurricular coherence and integration occurs, and is experienced by program participants.

INDIANA UNIVERSITY
SOUTH BEND

Student Responsibility For Learning

Theodore W. Hengesbach
Indiana University South Bend

THE GENERAL
STUDIES DEGREE

IUSB

ABSTRACT

The one semester credit hour Threshold and Capstone courses required of students in the Indiana University South Bend General Studies Degree Program will be described with hand-outs provided.

The Indiana University General Studies Degree, within certain guidelines, gives students the opportunity to tailor their academic programs to meet their career and personal objectives for a university degree. Understandably, this "opportunity" places a great deal of responsibility for the development of a pertinent academic program upon students. They need to know, very well, the "ins and outs" of the program and how to "work" the university system. They need to have a very clear idea about their own goals for a degree, their expectations, and how to meet often multiple and sometimes conflicting responsibilities. In short, they need a plan and a strategy to achieve it.

Understandably, too, university faculty and administration may tend to see this "opportunity" as one fraught with the potential for abuse, leading to the development of a "hodgepodge" of a degree, lacking focus, coherency and rigor, a degree that neither students nor university can value.

The Threshold Course is designed to help students work in partnership with their academic advisors and faculty in the development of an academic program that meets university requirements while addressing the students' objectives. Upon completion of this course, students will have a written, yet still tentative, curriculum, and a written strategic plan developed within a reasonable time-frame. In addition they will also have written a reflective essay describing and explaining how this curriculum and plan meets both their and the university's objectives for a degree.

The Capstone Course, taken within the senior year, helps students assess the

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academic program that they have actually been able to complete with reference to the Threshold Course. Upon completion of the Capstone course, students will have prepared both a written assessment of their academic work and have developed a plan for life long learning. This course provides a basis for "taking the next step", whether it is in the area of jobs and careers, graduate study, or personal enrichment.

The Threshold and Capstone courses empower students, provide direction, generate enthusiasm for learning, help them over the inevitable "rough spots". The partnership that is effected between students, advisors and faculty helps insure that the degree programs that are developed are of the highest quality.



These courses are being developed using a variety of delivery modes including and combining, as much as possible, regular class sessions, distance technologies, correspondence, E-mail, and individual appointment times.

KENNESAW STATE COLLEGE

Michael J. Coles School of Business
Department of Management and Entrepreneurship

Cross Functional Team Teaching: A Model To Enhance the Success of Students in Transition

Harry J. Lasher, Ph.D., Professor of Management
John F. Grashof, Ph.D., Professor of Marketing

ABSTRACT

Students are often ill prepared to address the broad integrated world they engage in to be successful, in part, due to the compartmentalized, and in many areas, narrowly focused education generally offered to them. Joint enrollment in courses such as history and English developed to improve writing skills are examples of previous steps in this direction. Yet these often were separate courses, usually independently taught, where students were responsible for integrating information.

Students today are older and continue to experience "life outside academia." One challenge faced by today's institutions of higher learning is how to enhance the transition of life-long learners given independent academic courses and the realities of integrated life and work environments. While "the vast majority of one's ultimate niche in society is determined by non-IQ factors, ranging from social class to luck" [i] improved preparation for dealing with the complex interdependent world will surely help.

The typical academic setting continues to fail to provide skills and behaviors which contribute to an integrated approach to learning (e.g. a desire for continuous life-long learning) and success in life. Individual testing with emphasis on information memorized and information regurgitation, non-systematic treatment of functional subject matter, and individual faculty judgmental grading too often confront the transitioning student. Yet, "the link between test scores and those achievements is dwafted by the totality of other characteristics that he brings to life." [ii] The typical student has been immersed in holistic and emotional learning outside academia before attending school. Yet, schools emphasize only academic intelligence which has little to do with emotional life. We continue to see examples of the "relatively inability of grades, IQ, or SAT scores, despite their popular mystique, to predict unerringly who will succeed in life."[iii]

"Academic intelligence offers virtually no preparation for the turmoil - or opportunity - life's vicissitudes bring. Yet even though a high IQ is no guarantee of prosperity, prestige, or happiness in life, our schools and our culture fixate on academic abilities, ignoring *emotional intelligence*, a set of traits - some might call in character - that also matters immensely for our personal destiny." [iv] These other characteristics, typically not addressed in classroom settings nor in the delivery of materials, include "... abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope." [v]

KEY ELEMENTS OF LEARNING ENVIRONMENT

It is the author's contention that creating a learning environment conducive to the success of students in transition should include success competencies, experiences, and knowledge, along with a delivery approach

that integrates diverse subject matter, and a broad perspective on knowledge and interactions. **QUESTION:** Is student learning and transitioning best enhanced with one lead person or a team?

Faculty Team Challenges

Faculty with different areas of expertise are often perceived as narrow because of the apparent lack of respect for other disciplines. Students observe narrow expectations, and traditional approaches to operations of the class and assessing performance which don't appear to reflect integrated success criteria outside the academic setting. Faculty often unknowingly provide an impression of not being in touch with the "real world" because there is a lack of understanding and appreciation of other functional areas. This is often attributed to a lack of integration of course topics. Faculty are accustomed to the role of being individual contributors while transitioning students understand the importance of teamwork. Nontraditional students expect to be treated as peers in the learning process and desire access and personal contact with faculty. Faculty are expected to be technologically sophisticated or make up for deficiencies by collaborating with others as is the case of transitioning students based upon their experiences outside academia.

Team Teaching Models

Team teaching addresses many student expectations and faculty concerns. Our experience at both undergraduate and graduate levels indicates different views of team teaching. Is the most effective approach physically being in the same room while each acts independently and does "their own thing?" Another approach is to engage in joint prior planning and then each faculty member "does their own thing." A more effective and greater demanding approach is a real collaborative effort where several faculty develop learning objectives, integrate materials, foster joint student and faculty learning expectations, and then all faculty are present in the learning setting. This requires a greater faculty commitment to student learning while addressing needs of students in transition.

Team Teaching Outcomes

Students continually provide feedback related to the effectiveness of "real" integrated team teaching. They comment on how enjoyable their experience, how continuous learning is facilitated, the bonding between students and faculty, and how their professional and personal development is enhanced. They always ask the question: Why aren't all classes team taught and materials integrated to reflect the environment we experience outside academia? This questions comes from current students and alumni at both undergraduate and graduate levels.

Experimentation with "real" team teaching at undergraduate, graduate, and executive levels have provided the authors with valuable insights in helping enhance student success when transitioning.

i Gardner, Howard "Cracking Open the IQ Box," **The American Prospect**, Winter 1995

ii Herrnstein, Richard and Charles Murray, **The Bell Curve: Intelligence and Class Structure in American Life**, (NY: Free Press, 1994) p. 66.

iii Goleman, Daniel **Emotional Intelligence**, (NY: Bantam Books, 1995) p. 34

iv Ibid, Goleman, p. 36

v Ibid, p. 34

Student Advising Center
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Kent STATE UNIVERSITY

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"Advising the Exploratory Student: Teamwork in the University Orientation Course"

Presented by: Gene Helton, Program Adviser
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Many of today's freshmen students are undecided on a career path and reluctant to declare a college major. They lack a clear focus, have limited decision making skills, do not understand the relationship between academic majors and career goals, and often fear committing to a plan of action. Can a program be tailored to meet the needs of these "Exploratory" students? The answer to this question is a resounding "yes." The Exploratory Program in the Undergraduate Studies Department at Kent State University has successfully used a team of academic advisers, a well-planned University Orientation course, an intrusive advising approach, career workshops, and mandatory advising sessions to meet the diverse needs of this growing student population. The fifteen-week University Orientation course is a key component in the overall advising system. A faculty instructor, student instructor, and, most important, an academic adviser have the responsibility of guiding, advising, and teaching the course. The adviser's role is a large and time-consuming one.

The advising contact begins while the student is still in high school. During their senior year, new freshmen are invited to campus to participate in the Placement, Advising, and Scheduling System (PASS). This is a one day activity in which students receive course placements, academic advising, and class scheduling. During the PASS Program, students are also registered for their University Orientation course..

This orientation course is an important component of the student's first semester. To provide consistency in the advising process, an academic adviser from Undergraduate Studies is assigned to each student in the University Orientation course and will continue to advise the student until a major is declared. Of the 135 sections of the University Orientation, 23 are devoted to the Exploratory major.

The role of the academic adviser in the 23 sections of the University Orientation course is a demanding one. Beginning early in the semester, eight advisers prepare the students for the Career Interest Inventory, a 200-question assessment based on the theories of John Holland and Donald Super. The assessment is administered to all incoming Exploratory students to reveal the student's Holland code, career maturity and readiness, and personal and career concerns. The assessment is the "first step" in the advising process for the Exploratory student. During the next three weeks, each student is advised in a mandatory one hour appointment. The advisers will interpret and discuss the results of the student's Career Interest Inventory assessment and begin dialogue on career interests and academic concerns. The adviser may then recommend for the student to return to the Student Advising Center Computer Lab for in depth research on a career topic.

Following mid-semester grade distribution, the advisers will again give an in-class presentation on scheduling classes and telephone registration. Students will then begin their second round of mandatory advising sessions in which academic planning, registration procedures, and career interests are discussed. Lastly, during the 12th week of Orientation, advisers will conduct a workshop on " Exploring Careers and Possible Career Options". This workshop will help students gain skills and insight needed to effectively explore majors and job opportunities.

In essence, the academic adviser's role in the three-person University Orientation team is a multifaceted one. Advisers are responsible for academic and career advising, two class presentations, conducting career workshops, scheduling of classes and meeting the diverse needs of students.

In this Program Showcase, participants will be able to examine Kent's University Orientation course and its' three-person team approach emphasizing the adviser's role and responsibility. Informational handouts and materials will be provided.

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Kent STATE UNIVERSITY

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Choice v Responsibility: The Mandatory Advising Dilemma

Presenters: Dr. Terry Kuhn, Vice Provost and Dean, Undergraduate Studies
Cathy Howard, Program Adviser
Johanna Matyas, Program Adviser

Undergraduate Studies (US) is an academic unit at Kent State University designed to help students who are unsure of which major to declare or which career path to follow. An 'Exploratory' major and a Student Advising Center (SAC) were created for students who are interested in examining different options at Kent prior to declaring their major. The SAC houses a computer lab loaded with career interest assessments and inventories, and a team of eight full-time advisers specifically trained to guide Exploratory students. An important element of the Exploratory major is mandatory advising for students who are primarily identified as transitional: new freshmen, transfer students, and students on probation.

New Freshmen and New Transfer Students (admitted with less than 25 semester hours)
Kent requires that all freshmen take the one credit hour University Orientation course. The 23 Exploratory sections of orientation are unique to the university due to the following mandatory advising components:

1. One SAC adviser is assigned to each Exploratory section of orientation and works closely with the faculty and peer instructors to include advising issues in the curriculum.

2. The Exploratory orientation students are required to take a career interest inventory and meet with their assigned adviser early in the semester to review and discuss the implications of their results.

3. The Exploratory orientation students are required to meet with their adviser before Fall midterms to discuss course selection and pre-registration for Spring semester and again after midterms if they are considered at academic risk.

4. Exploratory orientation students receive a failing grade at midterms if they have not completed their required advising appointments.

5. Beginning Fall semester 1996, Exploratory orientation students will have a hold placed on their registration for the following semester to assure they meet with their adviser at least once prior to registering for classes.

Students Placed on Probation

Probationary students in the Exploratory major are required to meet regularly with their adviser for subsequent semesters until their cumulative grade point average (GPA) is 2.00 or above. Advising is required and has been implemented for these students through the following methods:

1. Exploratory students placed on probation at the end of the semester receive a letter which details their probation level and the number of quality point deficiencies they have acquired; the terms of their probation; and that an appointment with their adviser is required prior to the start of the following semester.

2. During the first meeting with their adviser, the terms of probation are reviewed, appropriate adjustments to the student's schedule and/or future registration plans are discussed, and a probation contract is generated and signed by both the adviser and the student.

3. All Exploratory students placed on probation are blocked from registering for subsequent terms until they meet with their adviser.

Undergraduate Studies is considering blocking the registration for all Exploratory students to guarantee students receive appropriate advising before registering for classes. Through mandatory advising, advisers can follow the academic progress of their students more carefully, guide them in declaring a major earlier, and help students select courses that will count toward graduation. However, this intrusive method may not be appropriate for some exploratory populations, such as the adult student, students in good standing, honors students, and regional campus transfers. In addition, there is an administrative concern that putting a registration hold will be a 'turn off' for students in a student-as-consumer age in which voice-response telephone registration is the norm. A fear is that new students in particular may choose to attend another close, competitive institution instead of seeing an adviser. The logistics of how to schedule quality advising appointments with ongoing Exploratory students in a given semester along with appointments for orientation and probationary students is a secondary concern.

Hence the following questions for discussion by participating institutions:

1. Should all student populations have mandatory advising?

2. Is blocking of registration the most effective method of assuring mandatory advising?



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CONTINUOUS IMPROVEMENT THROUGH SCHOOL TO SCHOOL PARTNERSHIP

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TOPIC:

The proposal is to present a Program Showcase session for an innovative 2 + 2 + 2 program Madonna University, a Catholic institution, has developed with a local public community college. The developed curriculum includes three degree programs given in a year round format at the conclusion of which the student has attained an associates, bachelor's and master's degrees.

OBJECTIVES:

A discussion of the desirability of the cooperative agreement between schools: state encouragement of this type of arrangement, cost advantages, part of the mission of both schools, university feeder school, change management strategies necessary, different paradigm thinking, long range planning ingredients, development of distance learning format.

SESSION FORMAT:

An informal discussion of what went into the development and "start up" of this cooperative agreement and program. How two very schools with different audiences and philosophies could partner. How to work out financial, legal, curricular issues, how to gather faculty and administrative support, how to develop a timeline for a program like this. A list of references which support a program like this will be distributed.

TARGET AUDIENCE:

Anyone interested in a partner relationship with another institution. This session is appropriate for this conference in that issues such as transition from one school to another are eased with this seamless degree program; there is one registration for

with the able assistance of the former dean of the School of business at Madonna who remains as a faculty member. I have worked in the educational field for overs thirty years at many levels in the profession. Although my academic field is accounting I have an interest and have presented working papers on health care teaching and learning strategies, assisting adjunct faculty adjust to the education arena, and cost and quality issues in education and health care.!

Marietta College

Chartered in 1835

In this time of both shrinking pools of students for private liberal arts institutions as well as increasing calls for outcome accountability, Marietta College is intensifying its concern for the transfer student. National studies have demonstrated that the numbers of transfer students are growing and that perhaps they represent the most dissatisfied and most at risk of all our students.

Having experimented for over fifteen years with the Freshman seminar and launched a senior capstone project that in some instances has incorporated the same principles as the Freshman seminar, Marietta is now ready to turn to the transfer student.

This fall, two veteran instructors of both the Freshman seminar and the senior capstone are offering a one hour, graded, elective course for transfer students. The goal of the course is to assist in the transition to Marietta College.

The presenters will share with the audience their experience in planning for the course and the progress of the course to date.

Marietta, Ohio 45750-4031 • 614/376-4643

MARYMOUNT COLLEGE
PALOS VERDES, CALIFORNIA

The Transfer Transition: Another First-Year Experience

Joseph B. Cuseo

ABSTRACT

Transfer students are also first-year students and there will be more of them in the future as more high school seniors gravitate to lower-cost local community colleges for their first two years of college. The terms "transfer shock" and "transfer dip" have long been used to describe the culture shock and related dip in GPA experienced by first-semester transfer students. Is it time now for higher education to address the "transfer year experience" as it has the freshman year experience? What might 2-year and 4-year institutions do, both independently and collaboratively, to facilitate the transition and subsequent success of transfer students?

This will be a discussion-oriented, participant-centered session focusing on the foregoing issues, with an emphasis on action strategies and effective practices.

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ERIC

Metropolitan State College of Denver

Advising Assessment and Support Center

Transitions as Links in the Higher Educational Chain

Co/Presentors: Virginia Toland and Skip Crownhart

Transitions, because they are fluid and amorphous in nature, are frightening to most students, whether or not they are adults. At Metropolitan State College of Denver, a commuter, modified open admissions college with over 17,000 students, transitions are transformed into links to success in the higher educational chain. This transformation occurs when students seek advice from advisors who are sensitive to the needs of students who are in constant transitions whether it is literal: students must leave their homes and commute by bus, car, or bicycle to the mazes of parking lots, or whether the transition is figurative: students graduate from high schools, receive, GEDs, decide to make a career change and so leave their comfort zones for the unknown entity -- college.

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Once in college advisors, whether they are faculty advisors or professional advisors, provide them with the tools to forge links; they listen actively to students' concerns, problems and crises; they suggest different equipment for different occasions; i.e. making an appointment early in the semester with a professor who seems distant or difficult; they break the multiple demands upon students whether they are from college, work or family, into smaller, more manageable increments; they provide support and guidance as we approach a more frenetic, demanding time in the next century when information sources on the World Wide Web are limitless and the demand to have transferable work skills come from every corner. Essentially, colleges, themselves engage in a struggle to keep up, push students even harder to become active and humane citizens ready for the millennium.

MIAMI UNIVERSITY

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THE FIRST YEAR PROGRAM AT MIAMI UNIVERSITY

Philip James

Miami University is dedicated to providing the highest quality education to its undergraduate students. Achieving this goal is dependent upon the creation of a campus environment and set of experiences which support both learning and personal development. In existence since 1927, the First Year Program represents a commitment on the part of Miami University to place special emphasis on the student's first year of college, a particularly critical time in establishing patterns that will continue over the student's university experience.

Accordingly, First Year Program staff contribute to shaping the environment and experiences of students by providing services and programs that foster academic success, promote the multi-faceted development of first year students, and encourage responsible involvement in campus life.

Goals

The First Year Program provides programs and services that will increase the first year student's chance of success in his/her first year in college and, in turn, provide opportunity for success in subsequent years. Efforts are focused on the following five goals or areas of development for first year students:

1. development of academic and intellectual competence.
2. development of a personal identity and philosophy.
3. interpersonal development.
4. exploration of career and academic options.
5. development of diversity awareness.

PROGRAM FEATURES

Summer Orientation The two day Summer Orientation Program serves as an opportunity to advise and register students for their first semester of classes at Miami, as well as to provide students and their families with a picture of academic and intellectual life at Miami. It has been shown that participation in pre-college orientation activities positively influences both social integration and institutional commitment and thus has a positive effect on satisfaction and persistence. In addition, several optional outdoor experiential trips are offered.

First Year Institute The First Year Institute continues the orientation of new students. This phase of the program is designed to ease the adjustment period for first year students to the university and events provide the students with a sense of belonging to a larger community. Building a sense of community through Convocation, welcoming addresses,

picnics, and other large group events allows for the formation of an identity of the first year class. At Miami, faculty are included in this phase because students need to understand that faculty and students are partners in the educational enterprise. Educational substance is built into the First Year Institute. Academic and intellectual development programs include seminars on current critical issues, academic open houses and receptions, study skills, test taking, time management, leadership development workshops, library tours and social gatherings. Other features of the First Year Institute include the Summer Reading Program and Convocation. While the focus of such programs is on creating an intellectual climate, the importance of attending to the first year student's social needs is understood. Social activities are planned so that they are consistent with the educational goals of a liberal education.

Academic Advising Academic advising of residential first year students is based in the residence halls, and in the Commuter Center for commuting students. The purpose of this program is to facilitate the transition from home and high school to college life. This program is designed to promote direct contact and communication between the First Year Adviser and the student. The Adviser not only provides counsel on academic issues, but on personal and social issues as well and thereby, reinforces the coherence of campus life.

EDL 110 This course is designed to help students understand how the university operates and how they can utilize its resources to pursue educational goals. The course serves as a continuing orientation for first year students.

Community Living Using the Liberal Education Principles of Miami University as a framework for programming efforts, the First Year Program staff provide education by: (1) engaging students in values education and discussions concerning sexual responsibility, personal responsibility and alcohol and other drugs; (2) engaging students in discussions on current events and world issues; (3) encouraging faculty and student interactions outside of the classroom; (4) teaching students to recognize and value diversity in all of its forms. These programs are to be conducted at various levels (i.e., quad, hall, corridor, Commuter Center) and are conducted on a regular basis. The Community Living Program is designed to enhance liberal education and positively influences students' values and campus culture.

Commuter Services For commuting students, the Commuter Center, located in the Shriver Center, serves as a home base and includes the Commuter Advisers' offices as well as a lounge where first year commuters can get information, meet other commuters, and relax between classes.

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MIAMI UNIVERSITY

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Title of Presentation:

Navigating the Academic Experience: Transition Issues for Adult and Students of Color

Presenters:

Darryl E. Jones, Coordinator of Retention Services
Miami University Middletown
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Yolanda Hart, Assistant Director of Admissions and
Coordinator of Minority Affairs
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ABSTRACT

As students of color and adult student enrollments increase, it is important for campuses to be proactive in developing and implementing campus programs that address and meet their needs. Proactive campus measures include not only successful recruiting, but also retaining and graduating these student populations who are in transition. College campuses are in the position to help lessen many of the frustrations and anxieties that students in transition experience. Campus administrators, faculty, and staff can move from awareness (acknowledging that adult and students of color are on their campuses), to sensitivity(taking proactive steps that address a changing campus environment and the needs germane to these students). Fostering an environment that addresses and meets the needs of adult and students of color in a holistic manner has been instrumental in allowing Miami University Middletown students to establish an academic base aimed at success. At Miami University Middletown, we feel that we have initiated several proactive measures that meet the needs of adult and students of color. The presenters will showcase the efforts of Miami University Middletown in meeting the needs of students in transition.

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ERIC

College of Basic and Applied Sciences

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"Distance Learning: Is it the next best thing to being there?"

Dr. Melodie Phillips, Assistant Professor of Management and Marketing
Dr. Jeff S. Allbritten(contact), Assistant Dean of Basic and Applied Sciences

Distance learning has become a popular tool used by many institutions to attract new groups of students and offset enrollment declines. In a desire to maintain growth, problems and opportunities have developed as the number of sites, both on and off-campus increases. Two interesting discoveries have been made from studying numerous live compressed video classes at Middle Tennessee State University. The first is that in many instances students at the on-campus site feel more remote than those students at the remote sites. This is attributable to the faculty member devoting an inordinate amount of attention to the off-campus students to insure they feel that they are a part of the class. The second discovery is that as the number of sites being utilized for a particular course increases, the satisfaction levels of all students begins to significantly decrease. This phenomenon is attributable to the diffusion of the attention of the faculty member.

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Mitchell College
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Developing a Paradigm for Academic Student Success (PASS)

Greg Markovich

BACKGROUND:

Mitchell College like many other colleges in the nation has been struggling with the issues of retention, academic preparation and student success. We have historically applied a "band-aid" approach and though having achieved some success have had limited results. Having tried many solutions we decided to take a different approach, we decided to review the volumes of literature addressing the above issues, find the common denominators of this research and create an entire new delivery system focusing on student success.

This new system includes a completely revamped Freshmen Seminar, new approaches to careering, advising, retention activities, educating for success and support services The following results are due to the C.A.R.E.S. program:

FIRST YEAR PILOT RESULTS:

* Increased retention in pilot group from 52 percent to 80 percent (group of 90 students)
* Reduction in damage in residential halls from $30,000 to $3,000.
* Overall increase in retention from first year to second year from 50 percent to 67 percent.
* A complete cultural shift on campus with projected 25 percent increase in new admissions through use of the C.A.R.E.S. philosophy as recruiting tool.

SECOND YEAR RESULTS:

* Improved retention.
* Students transferring to "better" colleges.
* Improved faculty morale.

It should be noted that Mitchell College is a traditional residential college with 500 students whose average SAT (Total) is 700, ACT Composite is 15.6 and based upon Noel-Levitz RMS data over 65 percent of incoming students have very high "drop out prone" indicators. What is also a rather unique characteristic of this population is that it is not a minority based population.

PRESENTATION: Will describe the following:

* How the research of Gardner, Tinto, Astin, Noel and Levitz, Schroeder, Pascarella and others can be practically applied and why.

* How the complete campus from pre-admissions literature to alumni activities can be revamped to deliver the message of Educating for Success.

* How to redesign the entire student services area based upon research findings and integrate these finding (results) with the college's Mission and Goals statements.

* How to get Board of Trustees, Senior faculty and Senior Administrators invested in individual student success.

* How the lives of students have changed, how the role of primary student services personnel have been enriched, how academic standards have been reinforced and how the institution has improved its cash flow.

The presentation will also provide an overview on how to launch a program of this magnitude at other colleges.

CONTACT PERSON:

Greg Markovich, Special Assistant to the President
Mitchell College, 437 Pequot Avenue
New London, CT 06320 860 701-5071

PRESENTER: Greg Markovich has spent the last twenty years involved in higher education. Prior to joining Mitchell College he was with Noel - Levitz where he designed **ACTIONTRACK**, he also worked with IBM Corporation on issues of Student Success and Institutional Effectiveness. He has also worked with 50 small colleges (Title III) in admissions and retention. His work has been included and cited in several Jossey-Bass publications in support of Azusa Pacific University and University of Wisconsin - Stevens Point. His direct on campus experience includes positions as Vice President/Assistant to the President at three private colleges.

NICOLET
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Vice President:
Dr. Tom Eckert

Executive Assistant:
Sue Swanson

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•Evaluation/Placement
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In the Grip: Examining Stress Using the Myers-Briggs Type Indicator

Dr. Tom Eckert

Stress is often the companion of the higher education professional. For a variety of reasons, the higher education professional seldom passes through a work day without experiencing some form of stress reaction. Minor stress producers, it is hoped, are dealt with though the establishment of routines that relax the mind and body and keep negative stress reactions to a minimum. Major stress producers, however, may bring out negative reactions in us that routine maintenance (such as an exercise program) cannot eliminate. These are situations in which we simply become overwhelmed by the pressure. We are, as the writers and trainers of the Myers-Briggs Type Indicator say, "in the grip."

When such overwhelming times occur, we often fall into behavior patterns that are alien to our normal patterns of functioning. We display traits of personality far outside the norm of what has previously defined us. From somewhere deep in the recesses of our souls an alien has emerged. We suddenly act and react as if another person. A part of us may stand back and watch in awe and in horror as this new personality takes control--acting and behaving in ways we would never consider under normal circumstances.

The manifestation of such "in the grip" behaviors can be very disconcerting. We are suddenly behaving in a manner completely foreign, and that, in itself, can create a great deal of dissonance. Dissonance can then contribute to the overall stress situation, exacerbating the stress reaction. Not only are we reacting to the outside stress producer, we are also reacting to our own alien behavior, compounding the problem. If, however, we were able to learn what our "typical" reaction is going to be under extreme pressure, it could help us cope more favorably with the stress producing situation. Knowing how we may behave when "in the grip" we might be able to short-circuit the stress reaction in favor of a reaction more in line with our normal functioning--avoiding what is often self-destructive behavior.

Those familiar with the Myers-Briggs Type Indicator (MBTI) know that it places people into one of sixteen personality types. The types are described by the use of four letters that indicate processes or how the individual prefers to; focus their attention (**E**xtroversion or **I**ntroversion), take in information (**S**ensing or i**N**tuition), make decisions (**T**hinking or **F**eeling), and orient themselves to the external world (**J**udging or **P**erceiving). Each type also has a favorite process or function (one of the two middle letters) that is the primary "tool" used to deal with the world. Extroverted people use this function or tool primarily in the outer world, and introverts use it in the inner world. The dominant function has been described as the tool we find to be most comfortable to use. As we use it over the years, it becomes more and more well developed and is the mechanism we use to interact with the world. However, it cannot be used successfully in every situation. Thus, a second or auxiliary function develops (the other middle letter).

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It is a function that is used periodically, but it is not the favorite. A third or tertiary function develops as well. This is a tool that is used sparingly over the years, although it seems to emerge during middle life when the dominant and auxiliary grow tiresome. Finally, we have the fourth process. This is the inferior function and can be seen as the "door to the energy of the unconscious." The inferior is the opposite of the dominate function, and it is this function that emerges from the depths when we find ourselves "in the grip."

This presentation will begin with a very brief look at the phenomenon of stress which will include a quick look at not only common stress producers but also the stress created by life changes (adult transition periods, the death of dreams, and other developmental phenomenon that become common for many higher education professionals reaching mid- or late-career status). This will be followed by a quick review of the four processes of the Myers-Briggs personality types (E-I, S-N, T-F, J-P), and then participants will be exposed to the roles of the dominant, auxiliary, tertiary, and inferior functions. This may be new for some and a review for others. The bulk of the presentation will then be dedicated to examining, in some detail, the inferior function and its role and manifestations in certain personality types under stress. Participants will be provided with written materials that will include a brief description of all sixteen personality types, the identified dominant, auxiliary, tertiary, and inferior functions of each type, and a description of that type when "in the grip" of stress. Participants should know their personality type and be reasonably familiar with the Myers-Briggs to get the full benefit of the presentation. The goal of the presentation is to offer an open-discussion atmosphere where participants will have ample opportunity to contribute information and personal experience.

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A NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE

Title: Constructing an Identity as a College Student

Presenters: Georgia Carmichael
Pat Szmania

In the community college setting, many students are not prepared for the difficulty of moving between the home culture and the academic culture. This session presents an overview of research conducted on the process by which freshman students construct an identity as a member of the college community. This interpretive project employed focus group and interview techniques to study two populations: first-generation college students and returning women students. Transcripts were interpreted from a cultural studies perspective, revealing the internal dissonance many students feel when they find that they must negotiate two distinct cultures.

Eleven focus groups and twenty-four interviews were conducted in the spring semester of 1996 at North Harris College, a large suburban community college in Houston. The transcripts provided many personal portraits of how some freshman students perceive themselves as members of the college community and how their attendance at college interrelates with the rest of their lives. As freshmen interact within the college community, their own sense of identity is inevitably affected. In the transcripts from this project, two types of identity changes surfaced. For the returning women students, identity changes centered around the dissonance between the role played within the home culture and the role required within the academic culture. Similarly, the conversations of the first-generation college students revealed cultural dissonance; their resulting identity changes tended to be interwoven with perceptions of social class movement.

These portraits of individual experience and perception lead to an emerging view of the social dynamics underlying the movement of first-generation college students and returning women students into the college community. Going to college involves an acculturation process for these students at a much more profound level than what is typically thought of in terms of an orientation process.

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MEETING OF THE MINDS: Collaborative Learning to Foster Reading Comprehension and Enjoyment

SUE MUSGROVE

ABSTRACT:

Integrating collaborative learning in a college developmental classroom can be challenging. A college remedial student brings an ingrained negative attitude about reading and writing and a history of failure to the college classroom. Using collaborative learning and group novels in a remedial/developmental college classroom allows for the student to take responsibility for their learning. By giving the student a choice in their reading and writing, their enjoyment of these vital communication skills is enhanced.

In order to foster this enjoyment of reading, I have developed an approach using novels in the classroom to not only nurture the student's love of reading, but also to develop critical thinking skills necessary for success in college. Small collaborative learning groups and reader's response journals are used in the classroom to promote this process.

The focus of the workshop would be to provide hands-on experience with materials I have developed for my classroom, that incorporate collaborative learning. Overheads of student examples will also be provided. Videos of a group activity used in my classroom that I call a " Book Sell" will also be shown. I feel that the "Book Sell" is unique because the students have the opportunity to try to sell their book to the class. Creativity is stressed. Role-playing, skits, drawings, collages are just some of the methods my students have used to "sell" their books. What is also thrilling to see in the videos of these student presentations, is the overwhelmingly favorable response the students have about their novels and sharing with the class that this is the first book they ever read and enjoyed.

Contact: Sue Musgrove, Associate Professor - Reading Services

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POINT LOMA NAZARENE COLLEGE

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PROGRAM SHOWCASE PROPOSAL
Students in Transition Conference
October 23-26, 1996 -- San Antonio

Title of Presentation

Cross-Disciplinary Summer Program for At-Risk Freshmen Assumes Second Incarnation

Presenters

Philip Bowles, Associate Professor of English, Point Loma Nazarene College, San Diego
Rich Hills, Associate Professor of Physical Education, Point Loma Nazarene College, San Diego
Ron Kirkemo, Professor of Political Science, Point Loma Nazarene College, San Diego

Abstract

A professor of biology and an associate professor of writing created, proposed, and then ran a five-week cross-disciplinary summer program for at-risk freshmen. After two years, the trial program was fully approved by the faculty and administration and was institutionalized as a required program for provisionally-admitted freshmen. Following the third year of the program and five years of collaboration, the biology professor resigned, and two new colleagues were recruited, representing two new disciplines--political science and physical education.

This three-person team has now run the program one summer. Marks of the new incarnation are (1) political science as the new content area, (2) rock climbing, camping, and white-water rafting as coursework and social glue, (3) daily use of the computer lab for word processing, sending and receiving e-mail with attached manuscript files, retrieving information from the world-wide web, as well as creating individual and program homepages.

After the first year of dreaming by the biology and writing professors, their dean joined them to implement the program. He is still a key player. From the beginning, it was assumed that students would be tracked, mean GPAs calculated, and retention data charted. Student and alumni evaluations of the program have also been conducted--including quantitative and qualitative measurements. Therefore the program has considerable results to report to the faculty and administration every other year.

A brainchild of the biology professor--still a behind-the scenes supporter of the ongoing efforts--is a proposed fall-semester Integrated Semester for alumni of the just-ended summer program plus an equal number of high-achieving freshmen with low-to-mediocre verbal entrance-exam scores. This program was turned down a year ago because of inadequate funding, but the professors have been encouraged to submit a new proposal this fall. The proposal--parallel to the design of the summer program--includes provisions for special live-in tutors, and separate housing, and the proposed curriculum will account for the freshmen's entire fall schedule.

Purpose

The purpose of the session is to showcase the summer program in transition as well as to describe the proposed fall program and how it will serve the at-risk freshman population. Descriptive statistics on GPA and retention will be presented, along with quantitative student and alumni evaluations of the summer program, and quoted written comments by the students, alumni, and the biology professor.

Bowles, the only continuing original faculty member, the current coordinator of the summer program, and a faculty member of the proposed Integrated Semester, will serve as Program Chair and Presenter. Hills and Kirkemo, one-year veterans of the summer program faculty, will offer their descriptions of the summer program in its second incarnation, their reflections on its effectiveness, as well as their ideas for tweaking the program model.

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LAUNCHING YOUR CAREER: A TRANSITION MODULE FOR SENIORS

Dr. George M. Dupuy

In the good old days the transition for college graduates from campus to the working world was fairly smooth. Employers would interview seniors on campus, and it was not too difficult for a student with good grades to line up that first job. Wow, have conditions changed! In today's reengineered, downsized working world, most employers are looking for experienced workers who can "hit the ground running." Fewer employers have training programs for inexperienced new college graduates and even fewer employers still recruit on campus. With colleges cranking out ever-increasing numbers of graduates, it has become a stressful challenge for seniors to line up that first job. As a result, most seniors are focused on just getting that first job, (for many, any job) and are overlooking the need for a long-term career focus. Students should realize that their first jobs are the starting points of their careers, and in today's chaotic workplace, careers must be managed. That is the purpose of this module, Launching Your Career: to introduce students to how the new realities of the workplace have made careers more volatile and chaotic and how in this environment workers must take charge of and manage their careers. Seniors should be aware of these new realities in searching for that first job, and then, even before starting that first job, they should begin managing their careers.

The module presents the PERFORM acronym as an easy to remember model to follow in managing their careers:

Planning your career, which should be a continuous process.

Education, which stresses that your education is not completed when you graduate - lifelong learning is required to keep your career on track.

Relationships are the key to your career success, and it is never too early to start building a network of contacts.

To capitalize on **F**uture **O**pportunities you must monitor change and be proactive.

You are likely to need to **R**einvent yourself to cope with change; develop transferable skills and be flexible.

Market yourself both with your current employer and to other employers when it is time to move on.

Launching Your Career is termed a module because it is a flexible program that can be adapted to many different situations. Ideally, the module should be integrated into a required senior course so that all seniors are reached soon before graduation. However, it can also be a non-credit program offered through career planning and placement. When voluntary, though, those students who need it most are likely to miss it. The module uses an interactive format, so it should be presented to small groups (ideally 25 or less) so that all participants can be actively involved.

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ST. JOHN FISHER COLLEGE

THE FISHER COMMITMENT: A CAREER DEVELOPMENT PROGRAM WITH A GUARANTEE

Harriette Royer, M.S., Director of Career Services

The Fisher Commitment is a career development program instituted in 1994. The program transitions students into college, supports them for four years, and guarantees them success in achieving their goals within six months of graduation. Its uniqueness lies in three areas: 1) the packaging of a model developmental program over five years, 2) the guarantee of up to $5000 and 3) the quality process by which it was developed and is continuously improved. The model emphasizes mentoring, dialogue, research, engagement with others and the community.

WHAT IS IT?

The Fisher Commitment is this: ***We guarantee that the quality of your Fisher education will provide you with such well-rounded preparation for professional life that after you graduate, you'll either be accepted into graduate school or you'll be able to find a job for which a college degree is a qualification. If not, we'll pay you up to $5000 while you continue your job search.*** The commitment is made in a contract which the College signs with each participating first year student. Participation is voluntary.

The Fisher Commitment is also a comprehensive career success plan encompassing a challenging education, a developmental plan for responsibility and self-management, and practical work experience. Most important, The Fisher Commitment is a relationship. The goal of the program is to create graduates who embrace the idea of being in control of their lives and demonstrate their convictions through responsible action.

WHAT'S IN IT?

Each year of the program focuses on a developmental stage with Action Steps that incorporate appropriate academic, social, career, and personal skills. To illustrate, the developmental stage of Year One is Discover. The students are expected to discover their interests, skills and values; the campus community; and what is important to them in a career. To achieve these goals, the students must complete seven required Action Steps. After completing each step, they reflect on its meaning to them personally and academically by completing a Journal page which they discuss with their Commitment Advisor.

HOW DOES IT WORK?

All first year students are encouraged to enroll. Commitment Advisors, volunteers from the staff and faculty, meet with students twice each semester. As students progress through their Career Success Plan, they report on their activities. Commitment Advisors encourage and challenge students, support their activities, and determine from the dialogue whether the student has satisfied the requirement.

3690 East Avenue ◆ Rochester, New York 14618 ◆ 716-385-8000

HOW DID WE DO IT?
To create the pilot program in 1994, the design team used Deming's framework of Plan-Do-Study-Act Cycle (PDSA) and the Xerox Problem-Solving Process. These TQM processes emphasize systems thinking, teamwork, continuous improvement, risk-taking, and excellent customer service.

WHAT ARE THE RESULTS?
In 1994, 53% of the incoming class, 151 of the 290 students, enrolled in The Fisher Commitment. Of the 53 who completed and "graduated" to the second year, 35 continued the following fall. Of the students who entered in 1995, 36% of the class, 110 of the 310 students, enrolled and 45%, 51 students, completed.

In comparing The Fisher Commitment cohorts to their classes, we found no significant difference in SAT scores, high school GPAs, or choices of major. The retention data shows a higher rate of retention at the College among the Commitment enrollees when compared to students who did not enroll.

Overall, Commitment students and Advisors evaluate it positively. Many of the improvements instituted in the second year of operation came from their suggestions.

CONCLUSION
The Fisher Commitment promises to be a successful four year career development model which other colleges could replicate. This session provides background information, displays the materials, and describes the design and operational strategies that have been successfully employed at St. John Fisher College. Data suggests that it met its immediate goal of contributing to the recruitment and retention of students. Improvements to the process and materials, and plans for integrating it more fully into the academic curriculum, will also be covered.

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Harriette Royer is the Director/Team Leader of the Career Services Office at St. John Fisher College where she has been an active participant in the Total Quality Leadership initiative as a team leader, meeting facilitator, trainer, and team member. Prior to her work in college administration, she was the Executive Director of the Mental Health Association and a rehabilitation counselor for the deaf with New York State. She earned her M.S. in Career Education and Employment Counseling.

St. Louis Community College
Florissant Valley

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LINKING DEVELOPMENTAL READING AND WRITING FOR STUDENT SUCCESS

RICHARD E. LAKE
PROFESSOR, READING
DIRECTOR OF THE CENTER FOR STUDENT SUCCESS

ABSTRACT

In the fall of 1995 the English and Reading Departments began a project linking sections of Introduction to College Writing (ENG030) and Introduction to College Reading(RDG030). Students were placed in the linked section based on entry assessment scores. The instructors developed a coordinated course outline, adopted a single text for use in both courses, and assigned the same readings. An evaluation model was developed to compare linked and non-linked sections. The expected outcomes for evaluation are:

1. Students in linked sections would make greater progress in reading and writing.
2. Students in linked sections would have a higher retention rate and a higher success rate.
3. Students in the linked sections would have a higher success rate in College Composition I after completion of the developmental courses.
4. Students in the linked sections would exhibit a high degree of satisfaction with the linked sections and the teaching methods.

This presentation will cover planning, student selection, instruction and, evaluation of these linked sections. The course outline and sample assignments will be provided as handouts to session participants. This presentation will include results of the quantitative and qualitative data analysis relating to the four expected outcomes. Quantitative evaluation includes pre and post standardized reading test data, entry and exit diagnostic writing samples and completion and success comparisons between linked and non-linked sections.

St. Louis Community College is an equal opportunity/affirmative action institution.

Qualitative evaluation is done using a self-designed student satisfaction survey. Data treatment will show which of the expected outcomes have been significant and which have not been realized.

St. Louis Community College
Florissant Valley

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STUDENT ORIENTATION

Aiming for student success at Florissant Valley and beyond.

Title of Presentation: **Listen! It Works!**

Presenter/contact person: Diane Savoca, Orientation Coordinator
St. Louis Community College at Florissant Valley
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Abstract:

Listening to students through focus groups can have a positive impact on transition programs. Using data created through focus group research St.Louis Community College at Florissant Valley has created strategies which:

* reduced withdrawal rate in the College Success Seminar by 50%,
* resulted in students experiencing a smooth transition into college via an admissions packet/audio tape and classroom orientation video.

A focus group is a panel of persons, representative of the client/customer served or desired to be reached, who are asked to give their opinions on past and proposed programs. Although somewhat new to education, focus groups have been used in business for decades. They are a valuable tool used in public relations and marketing to determine a client/customers needs, preferences and reactions to products and services. Focus groups are an informal research method which can result in both qualitative and quantitative data.

Among other uses, St.Louis Community College at Florissant Valley has used focus group interviewing to:

* Identify concerns of incoming students,
* Test appeal, readability and value of orientation information pieces,
* Clarify why students withdraw from class,
* Develop survey questionnaires,
* Evaluate effectiveness of events.

Effective focus group interviewing is skill that takes training and practice. Most college and university campuses have persons who have these skills in the advertising, marketing, public relations or speech communications departments.

The purpose of this session is to heighten awareness of the value of focus group interviewing when creating and evaluating transition programs. Participants will leave this session able to identify uses for focus group interviewing on their campuses and able to follow a process to establish focus groups.

St. Louis Community College is an equal opportunity/affirmative action institution. Special accommodations are available to persons with disabilities.



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ESTABLISHING A TRANSFER EXPECTATION & CULTURE AT SALT LAKE COMMUNITY COLLEGE

JANET FELKER
TRANSFER ADVISOR, SLCC

The Transfer Center at Salt Lake Community College in Academic Advising provides an array of programs and services to assist transfer students with academic and transfer planning. The goal of the Transfer Center is to introduce the expectation of transfer early in our students' experience and to make our transfer mission a visible part of our environment. This is a program showcase session that will highlight the variety of ways in which transfer information is shared with students, including: freshmen orientation workshops, transfer intent tracking, college information and display tables, college visits in partnership with four-year institutions, major-specific workshops, transfer and articulation files, college reference resources, and a transfer newsletter. In addition to sharing samples of our transfer materials, there will be an opportunity for participants to share the activities they find most successful in reaching transfer students at their institutions.

• Orientations

Orientation programs provide an early opportunity to introduce prospective and new students to SLCC's transfer function and services. At Salt Lake Community College, we incorporate transfer information in our high school visits, the freshmen welcome orientation, the non-traditional student fair and the pre-registration orientation.

• Admissions and Transfer Intent Tracking

Why not set the expectation for transfer at the very onset? The SLCC admissions application form now includes a question about students' intent to transfer. Students are also asked to list the colleges and/or universities to which they are interested in transferring. This enables us to track students and to develop discrete mailing lists to inform students of upcoming transfer events.

• College Visits in Partnership with Four-Year Institutions

The Transfer Center sponsors college visits to the University of Utah and Weber State University every quarter. These visits have become extremely popular. Successful elements of the program include transportation for student participants, parking validations, complimentary lunch, unofficial transcripts, prescheduled appointments with specific departmental advisors for major advising and a campus tour.

• Major-Specific Workshops

Transfer students at SLCC are most interested in learning about their prospective majors and how to prepare for their majors while at SLCC. Every quarter, major-specific workshops are scheduled with advisors and or faculty from four-year institutions in such popular majors as business, engineering, education, pre-medicine/dentistry, physical therapy, pharmacy, nursing, and social work.

• College Information Tables and Fairs

Once a year, SLCC hosts a college fair with representatives from all of the four-year institutions in Utah. In addition, throughout the year, representatives staff information tables to distribute application materials, viewbooks and major information.

• Publications and Resources

The Transfer Center publishes a quarterly newsletter, the Transfer Trends, which includes a calendar of transfer events, campus visits and workshops. In addition, four-year institutions are invited to submit announcements and brief spotlights. All transfer events are advertized in the student newspaper to increase visibility of the transfer activities on campus..

Transfer and articulation files provide students with specific major information and help advisors assist students in developing effective transfer plans. Additional resources include the traditional college reference guides, catalogs, and college software searches such as College View and College Source.

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Department of Educational Administration and Foundations

Shippensburg University

Senior Transition to Professional Educator

Dr. Thomas W. Cypher

ABSTRACT

Readiness of students to accept a professional position in secondary and elementary education is an issue of importance to higher educational institutions that prepare future teachers. The first step in the transition from college senior to professional educator is the successful completion of a terminal semester of student teaching.

In order to have a better understanding of the areas that students have concerns and apprehensions before they start their student teaching semester, a survey was formulated and distributed. The eight question survey consists of two areas: (1) directory information about the student; (2) three open-ended questions about how they feel about their preparation. The questionnaire was administered to 375 student teachers surveyed a two year period. The students completed a similar questionnaire immediately following the completion of their student teaching assignments. A comparison of the results of the pre and post surveys will be presented in a format that will allow audience participation and discussion.

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SONOMA STATE UNIVERSITY

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Universal Access: *Transitioning to The Information Age*

Drew Calandrella, Associate Vice President For Student Academic Services

Abstract:

Sonoma State University became the first university in California and the second in the nation to require that entering students have access to a computer 24-hours a day. Freshman learn to use e-mail, internet services, various library search engines, and the World Wide Web in their Freshman Seminar. As their educational career develops and they transition out of the university, students will have learned to gather and synthesize information, to organize and present newly-discovered facts, and to utilize the World Wide Web along with other emerging technologies.

Description of Presentation:

In order to approach the new challenges which the information explosion has presented to university students, Sonoma State University became the first public university in California to institute a computer access requirement for all entering students. This has become a national model in the short time it's been in effect.

One of the most significant changes in computing in the past few years is in the access to information beyond that contained on an individual computer. For many people, their computer is a handy word-processor. All students have e-mail accounts and communicate with fellow students and faculty, thus extending contact time between friends and office hours of the faculty and advisors. The use of various search engines through the library (there is no card catalog here!) along with the ability to search through internet and WWW resources increases the range of information available to students. With additional specialized software available for students to borrow, virtually all information needs can be met.

This presentation will focus on the implementation of the program, its use by students and faculty, administrative support, and the many challenges which faced the university in implementing such a program including infrastructure, marketing to new students, training, and addressing the need for access for lower-income students.

The format of the presentation will be seminar with a Power Point presentation.

Title of Presentation: It's The Real Thing, Baby

Presenters Name: Sue W. Hawks

Abstract: In order to make real decisions, rising freshmen need real experiences. Southeastern Community College offers high school seniors in rural Columbus County an opportunity to experience college first hand in a planned activity called "Seniors' Day". For the past 10 years this activity has been a tool that has opened inexperienced eyes and collegiate doors to a student population needing many answers to their questions about college.

In our county 40% of the students who graduate from high school attend SCC, an impressive statistic.

This presentation will share this experience and other techniques that work in helping students realize that the transition from high school to college is achievable and enjoyable.

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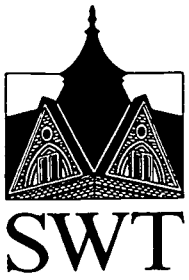
Listening: The Overlooked Factor in Student Success.

Donald W. Jugenheimer

Listening is not stressed for most students' learning, yet listening skills can be improved through practice and training. Most often, reading, writing, speaking and visual learning are stressed, but listening is critical to learning and to college success. This session will explore the development of listening skills, the inclusion of listening in regular course aids, and how listening improvement can enhance learning, student progress, and retention. Following the presentation, there will be an opportunity for discussion, questions and interaction.

The presenter is in charge of the first-year experience course at Southern Illinois University at Carbondale.

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Department of Philosophy

August 15, 1996

BECOMING ONESELF: CONNECTING UNIVERSITY EDUCATION TO THE STUDENTS' QUEST FOR IDENTITY

Jeffrey Gordon, Ph.D. Philosophy
Timothy Hulsey, Ph.D. Psychology
Jaime Armin Mejía, Ph.D. English

We at Southwest Texas have been experimenting for ten years with a Freshman Seminar with strong academic content. Delivering our one-hour-credit course every fall term to about 3000 incoming freshmen, our faculty of 100 from every sector of our university tries to motivate our new students to own and take command of their education. Our key means for doing this is to demonstrate the connection between university study and the project most compelling to them at this juncture in their lives: the making of an identity.
Profs. Gordon, Hulsey, and Mejía will discuss both theoretical and practical dimensions of this connection.

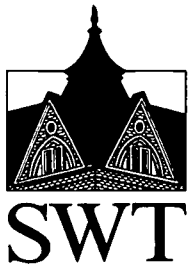
What is the rationale for trying to establish the relation between college education and becoming a self? Just what *is* the relation? How can the recent work of prominent theoretical psychologiats help us to seize this particularly "teachable moment" in the lives of our freshmen for the purpose of committing them to their education? What psychological models for the development of personal identity give us the keenest insight into our students' present struggle? What special problems must we address when we try to apply this strategy (of connecting education to the quest for identity) to students of color? How can we university educators use our students' interest in becoming a self to make them active learners in our own disciplines? These questions will be the focus of the presentation.

Dr. Gordon, Professor of Philosophy and the Director of SWT's Freshman Seminar since its inception in 1986, will present the philosophical underpinnings of our decidedly intellectual approach to the course that introduces students to university study and life. Dr. Hulsey, Assistant Professor of Psychology, trained as both a psychological theorist and a clinician, will present models for the development of personal identity in young adults, models having clear implications for the delivery of our course. And Dr. Mejía, Assistant Professor of English, will discuss the ways in which these models must be altered to accommodate the distinctly postmodern experience of minority populations.

Each will present the highlights of his thinking for fifteen minutes. The remaining fifteen minutes will be devoted to discussion with those attending the session.

Southwest Texas State University

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SWT is a member of the Texas State University System.



Office of the President

Each One Teach One: Using Video to Look at "-isms"

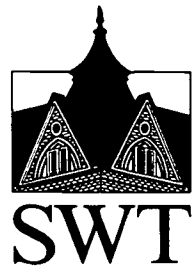
Rebecca Bell-Metereau, Professor of English and Film Studies and Special Assistant to the President

Rachel Roberts, Student Intern for the National "ISM(n.)" Project, Ford Foundation Grant

Facilitated by a faculty member/administrator and a student intern, this highly interactive session will examine how a series of video projects, produced in cooperation with the Ford Foundation and eleven other universities, brought together students from upper level and entering freshman level, as well as high school students, teachers, and local community leaders. The title of the project--"ISM (n.)--is the subject of the student videos produced originally for a class in ethnic studies at Southwest Texas.

With support from a Ford Foundation grant, three faculty members and a student videographer worked together with students to explore the "isms" that determined their sense of personal and community identity. Then, in a follow-up series of Community Educational Activities, former students from the class presented video clips and conducted panel discussions with local community leaders, high school students, and freshman composition and freshman seminar students. The focus for the discussion was how media can be used productively in education and in the community to overcome the negative effects of the "isms" or ideologies that separate and create unfair disadvantages for individuals and groups, based on gender, class, race, religion, or sexual orientation.

One of the problems facing Southwest Texas and a number of other institutions is the need to provide more role models for African American, Mexican American, Native American, Asian American, and other students from populations that have been traditionally excluded from the mainstream educational



Office of the President

system in the United States. It is difficult to achieve instant diversification of the faculty, but an alternative method is for the university to make upper class students serve as teachers, role models, and facilitators for discussions that include freshmen and secondary students, along with community teachers and leaders.

Combining such discussions with video, a medium that is accessible to a wide variety of types of students and learning styles, makes for lively discussion and an immediate, direct way of conveying personal stories in a public forum. Placing technology in the hands of relatively inexperienced students and faculty puts everyone on a more equal footing, thereby embodying the principles of egalitarianism, community, and collaborative discovery that are often only abstract concepts in our pedagogy.

The culmination of the project will be a satellite down-link discussion involving 250 institutions of higher learning from across the country, and bringing together the efforts of the twelve schools involved in the initial project. The successes and problems of the core group will be shared in order to provide a model for future activities built along similar lines at other colleges and universities interested in improving the climate for diversity in their schools and communities. Finally, documentarian Marco Williams, director of the PBS film *In Search of Our Fathers*, will produce a video compilation of the student documentaries and the meta-videos produced by faculty and videographers at participating universities, which will be broadcast on PBS in spring 1997.

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Department of
Curriculum & Instruction



Embracing Change: Creative Teaching Strategies for Students in Transition

Presenters: Monica Michell
Peggy Wolaver

The effective teaching of students in transition, be they Freshman, Transfers, or Seniors, must take into account and address the primary needs of individuals dealing with a high level of change. These needs include:

- the need for acceptance
- the need to communicate and be heard
- the need to critically evaluate current issues
- the need to express oneself creatively and, most importantly,
- the need to have a supportive environment in which to take risks so that the next level of personal growth can be negotiated.

In other words, if pressing needs are being effectively met, the student is then able to confidently and effectively negotiate the passage or transition.

In this session, the presenters will create a variety of environments which involve change and risk and show how these environments will meet student needs. They will then actively involve conference participants in innovative teaching strategies designed to facilitate collaborative interaction among students in transition. As this collaborative process unfolds, the participants will learn how students are able to meet their needs through interactions with other students.

The specific activities used in the environments presented in this session are intended to promote the successful involvement of all students. To do this, they will focus on reducing

inhibition, minimizing anxiety and increasing risk-taking. They will also encourage critical thinking, promote trust and generally ensure a tolerant setting for embracing new ideas.

Finally, the presenters will show how the participants can create their own environments and strategies to meet the specific change and transition needs of their students.

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Department of Art and Design

Alan D. Pizer

Learning from the *Positivist Fallacy:* Teaching Students To Engage Facts As Scholars.

The *positivist fallacy* is a concept used in archaeology to describe the inclination among scholars to draw definitive conclusions from a limited base of information. Educators can employ the lesson learned from the *positivist fallacy* to inspire students to become more actively engaged in the process of learning and inquiry. It is a lesson which I feel can be applied to challenge, inspire, and teach our incoming freshmen. In order to shed light on the *positivist fallacy* I will first offer an example from archaeology which I experienced firsthand. I will offer several examples from Art History to further clarify the nature of the fallacy; then I will show how an understanding of the positivist fallacy can draw students deeply into the process of inquiry. Finally I will explain how the models of teaching and learning I will have proposeed can be applied in disciplines other than art.

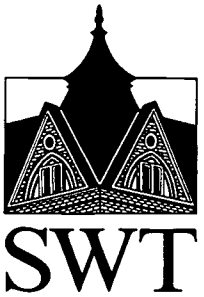
In my own direct involvement in underwater archaeology I learned to appreciate the lesson of the *positivist fallacy* firsthand. At the conclusion of the last Ice Age, as the sea levels rose, sites previously inhabited by humans became submerged under water and subsequently buried under many feet of sand. The artifacts found in this state are unique for the high quality of their preservation. The finds, including olive pits, grains, tools, and human skeletons, are revolutionary for what they teach us about our Neolithic ancestors. Having previously drawn conclusions from the lack of available information, scholars were unprepared for these new discoveries: humans had, at this early stage, hybridized their foods, hunted and trapped using methods thought to be developed much later, and died from diseases not previously considered possible. Though I learned this valuable concept from outside my immediate field of study, Art History, the lessons I learned from the *positivist fallacy* introduced me to limitations inherent in scholarship, and new possibilities in educating students.

In an Art Historical example I will present a Greek amphora from the 5th century B.C. which, like most intact Greek vessels, was found in the context of an Etruscan tomb. This vessel offers an invaluable opportunity for students to gain greater insight into Greek and Etruscan culture by leading them through the possibilities and limitations in the process of inquiry.

The narrative on this vessel depicts Hercules in the accompaniment of Athena and Hermes who lead this Greek hero to his immortality on Mt. Olympus. Impressed by

the abundance of known examples, previous scholars were at pains to find an explanation for the popularity to the Greeks of this somewhat static representation. As a teaching tool, I have posed a similar question for students: What does the popularity of this narrative tell us about the Greeks? Students form the same conclusions as scholars who based their interpretations solely on the availablity of information. In fact, however, this vessel teaches us little about Greek art or about the importance of this narrative in their mythology. Rather, the reason this image was so frequently reproduced by Greek artists was that there was a great demand for it among their Etruscan customers. For here, at last, was in Greek art an affirmation of the afterlife, a theme largely ignored in Greek art, with its strong emphasis on heroic action in this life. We learn from this vessel, then, less about the Greeks than we do about the Etruscans: in particular, about their need to have their own fervent belief in the afterlife validated by the Greek culture they exalted. What greater comfort to an Etruscan than to have a depiction of a Greek hero's death and resurection accompany him in the hereafter?

The mistake that traditional scholars made was in drawing from their limited base of information the conclusion that this image was important to the Greeks. We arrive at the truth concerning the popularity of this image by expanding our framework for understanding it. Drawing students into the process of inquiry by a similar expansion of context, we can intensify the process of learning itself.



Department of Music

Quest for the Good Life: Integrating the Fine Arts and Philosophy for Large Classes

Program Chair: James Bert Neely
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Additional Presenter: Jeffrey Gordon
512-245-3140

One of the myriad problems most students experience is a lack of continuity between the classes they must take in their baccalaureate curriculum. Too often they confront several classes that seem to them isolated from one another and from their personal experiences. Required of all majors at Southwest Texas are a freshman philosophy and a junior–level fine arts course. We are integrating our respective disciplines into an expanded course focusing on the theme, the Good Life.

The core postulation is that the fine arts and the philosophic expressions of an epoch reveal truth in a manner impossible to discern in any other way. We believe that the ideas and the images of a time are so closely interwoven that they essentially speak the same story about that human experience. To discover that truth is to begin an understanding of a place and time in history. The class is transformed into a virtual laboratory for kinesthetic learning, analyzing the process and product of art, creativity and critical thinking. For example, every student is strongly encouraged to create private art in styles reflecting other epochs as well as expressions unique to the latter 20th century. The student population includes all undergraduate levels, freshman through senior.

As in all survey classes, we brush only the peaks of the mountains of human expression from prehistory to the 20th century. However, in our combined approach using process, we believe students can bridge from the known to the unknown, from their own experiences into understanding some of the canons of civilization. For an example of this bridging, we argue that the cinematic experience and the blues are aesthetic counterparts of existentialism.

The presentation at the conference will begin with brief explanations of our pedagogical goals for this class. The remainder of the session will be devoted to techniques of teaching 300 students in a class. We will provide our syllabus, text choices, reading lists and a methodology for analysis of the arts. Techniques for involving the class in minimalist sculpture, mobiles, drawing in 3–D and singing the blues, all as examples of private art expressions will be demonstrated. Bring pencil, paper, pocketknife and your personal pathetic 'blue' tale!

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Department of Philosophy

TO SET SOULS FREE: RESURRECTING VALUES AT THE CORE OF THE CURRICULUM

Jeffrey Gordon

Although in recent years American colleges and universities have been welcoming advocacy in the classroom when it comes to advancing the multicultural agenda, we faculty and administrators remain as reluctant as we have been since midcentury to allow advocacy of a *moral stand* to compromise our prized objectivity. This reluctance has an interesting and complex history. The policy of inclusiveness on the part of universities with a religious affiliation, the loathsome lessons of totalitarianism, the increasing heterogeneity of our student populations since the end of the Second World War, the precipitate demise of *in loco parentis*, the unfriendliness of the courts to recent efforts by colleges and universities to control the conduct of their students, the separation of education from student life in the bureaucratic organization of the academy, and, most broadly, the triumph of moral individualism (if not downright subjectivism) in American culture as a whole are all important factors in this history. The upshot has been the unwritten credo that our eighteen year-olds, like everybody else, are altogether on their own when it comes to fashioning their moral lives. Barely out of first adolescence, they are told clearly by our silence that their morality is not our business.

Given this context we should not be surprised that while student handbooks huff and puff more vigorously than ever their litanies of proscribed behavior, our students' actual behavior is today indistinguishable from the conduct of their noncollegiate peers. Academic dishonesty, sexual aggressiveness, racist intolerance, even violence occur with sufficient frequency to have changed decisively the atmosphere of most American colleges. More insidiously, a disturbing number of our students profess and demonstrate either a moral rootlessness or a moral cocksureness that are equally threatening to an open society.

The solution is surely not the introduction into the college curriculum of a moral totalitarianism. For the university to declare the moral bankrupty of parents and church and to appropriate to itself their traditional roles would avail nothing. But for the university and its faculty to maintain their discreet and uncomfortable silence about

matters moral is just as clearly not the way. Are these the only alternatives? I don't think so. I think it is possible for us college educators to show our moral hands while respecting our students' vulnerability and their freedom. For us to do so does not usurp the roles of family and church; we reinforce them. If the church is the only institution in the society seriously concerned about the moral life, we educators contribute by our silence to its irrelevance.

The fact of the matter is that certain values inescapably undergird our efforts as teachers, and when we become thoughtful about them, there is a great deal more consensus about them than our justly prized pluralism might suggest. Not the least of these is that seeing and knowing are always accomplished from a vantage point, and that the more varied the eyes we can use to observe a phenomenon, the more complete, and hence the more valuable, our perception of its reality. Another of them is that we meet in a community, and that this is itself a valuable thing, for it provides the primary context for the creation of our moral lives: it is in relation that we become who we are. A third is that each of us, though in many regards a "passive portion of the universe," is also an active center of creativity, a locus of original experience, a unique experiment in human-making, and hence of irreducible value. The great soul, we agree with Walt Whitman, "absorbs the identity of others, and the experience of others, and they are definite in him or from him, but he presses them through the powerful press of himself." And a fourth is that the seeking we are enjoining our students to undertake is worth doing: that the advent of human culture is significant, that the quest to know ennobles.

I will propose that these and other values are the unavoidable underpinnings of our enterprise, that they have clear implications for the running of our classrooms and our universities, and that it serves our students well for us to make these values explicit in speech and act. Education that is not mere training is the freeing of a soul. Our students need to know this. And they need to see live instances of moral questing in the persons of their professors.

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Texas A&M University-Corpus Christi

University Core Curriculum Program

6300 Ocean Drive, Corpus Christi, Texas 78412 512-994-5748 FAX 512-994-5810

ENABLING THE TRANSITION TO COLLEGE: USING WRITING IN A COLLABORATIVE FRESHMAN EXPERIENCE

Presenters:
Pamela Durrwachter, M.A.
Robb Jackson, Ph.D.
Marilyn K. Spencer, Ph.D.

ABSTRACT

PROGRAM OBJECTIVE: to explain how our university puts into practice current theory on writing, clustering and intellectual development to yield student success and undergraduate retention.

CONTENT: We will share our experience of designing and implementing a freshman writing across the curriculum (WAC) program, from its conception and its theoretical foundation within a core curriculum to its birth, as our university made the transition from an upper-division university that had served juniors, seniors and masters students, to a full four-year comprehensive university. We will discuss how the WAC program functions as the fulcrum in the freshman experience, using portfolios and learning logs to emphasize interdisciplinary collaboration in the core curriculum. Particularly noteworthy, we believe, is the inclusion of basic writers as full members of this freshman experience, in a state whose state-mandated testing supports the marginalization of basic writers.

METHODS OF PRESENTING THE CONTENT: The three speakers will each describe a different aspect of the freshman experience at Texas A&M University-Corpus Christi:

Speaker 1: Marilyn Spencer will describe the goals, structure and content of the freshman experience of clustered and interrelated core curriculum courses to provide context for discussing the components. She will describe the administrative issues involved in bringing together current theory and practice in the areas of intellectual development, collaborative learning and WAC.

Speaker 2: Pamela Durrwachter will describe the role of freshman seminar as one of the clustered courses, including the way in which the learning log is used to interconnect subject matter from three other courses in the cluster. She will discuss the difficulties involved in shaping the freshman seminar program, the recruiting of faculty, staff and adjuncts, and the training of teaching assistants.

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Speaker 3: Robb Jackson will share the historical, conceptual and political aspects of developing a WAC program that anchors the freshman year experience, including:

our portfolio assessment method in the freshman writing program, how it was developed, early norming efforts, and how it works for basic writers as well as the students prepared for college-level writing;

our struggle to teach other faculty and administrators the value of portfolio assessment; and

our basic writers' successes with rapidly becoming proficient writers.

He will discuss the difficulties involved hiring new faculty and the training of teaching assistants and established faculty to teach in a program at a university with no previous history of teaching first-year students. He will also describe the ways in which the pairing of the freshman seminar and freshman writing provide unexpected dividends.

Contact person: Marilyn K. Spencer, Ph.D.
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First-Year Program

Mentoring First-Year Students at a Residential, Liberal Arts College

Carolyn Wallach, David Reuman, and Tim Jeski
Trinity College (Hartford, CT)

In 1995 Trinity College (Hartford, CT) launched its First-Year Program, designed to meet the needs of first-year students making the transition into a highly selective, residential, liberal arts college. In their first semester at Trinity, students were strongly encouraged, but not required, to enroll in a first-year seminar as one of their four courses of study. Overall, the goals of the first-year seminars were to give training in the skills of writing, discussion, and critical analysis; to explore rigorously an intellectually challenging topic; and to provide a mechanism for academic advising (seminar faculty were designated as pre-major academic advisors for their seminar students). The First-Year Program also supported faculty efforts to promote special curricular goals whenever they could be meaningfully embedded in first-year seminars: extension of learning beyond the classroom, through introducing first-year students to the academic resources of the College and the Hartford community; instruction in computer literacy skills; and participation in seminar clusters which were interdisciplinary or thematic in nature.

Nature of the Mentor Program

As part of the First-Year Program, upperclass students served as peer mentors, providing academic support for first-year students through the first-year seminars. Each mentor lived in the residence hall housing those first-year students enrolled in her / his seminar. Mentors were given many responsibilities, including: to participate in a first-year seminar and its related cluster activities; to help students develop their writing abilities; to provide support in using computers and the electronic resources of the College's computing network, including the library; to assist in academic advising at the discretion of the first-year seminar instructor; and to encourage and help develop ways in which students could learn about the Hartford community and make use of its resources. Ultimately, mentors were asked to play a vital role in the integration of academic and residential life for first-year students.

Selection of Mentors. Prospective mentors were recruited through notices in the student newspaper, public information sessions, and nominations from first-year seminar faculty. The First-Year Program announced that in selecting mentors it would look for rising juniors and seniors who showed evidence of outstanding academic achievement, skills in writing and computer use, and attributes of responsibility, maturity, sensitivity, enthusiasm, and imagination. Each seminar instructor was closely involved in the process of matching a mentor applicant to her / his first-year seminar.

Preparation of Mentors. During the summer of 1995, some mentors met with or corresponded with their first-year seminar instructors in order to plan seminar activities and specific aspects of the mentor's role in supporting a seminar. In August all mentors participated in a week of specialized workshops designed by the First-Year Program. Throughout the fall of 1995, mentors refined their roles and responsibilities through extensive collaboration with seminar faculty. The First-Year Program held occasional follow-up workshops for mentors during the 1995-96 academic year.

Support of Mentors. Mentors received compensation in the form of a monetary stipend, academic credit, and preferential housing within first-year residence halls. Regular, individual meetings with the Director or Associate Director of the First-Year Program, and formal focus group discussions among mentors, helped to identify and address concerns with carrying out the mentor role. Periodic social get-togethers by seminar, seminar cluster, residence hall, or whole Program helped to build a sense of community. Mentor representation on an advisory council for the First-Year Program and on a joint advisory council with the Office of Residential Life (which supervised resident assistants in first-year residence halls) promoted participation in program-level decision making.

Evaluating the Effectiveness of Mentors

As one means of evaluating the effectiveness of mentors and factors which influenced evaluations of effectiveness, we conducted an empirical study in the spring of 1996. A sample of 10 mentors (5 male and 5 female) and 156 first-year students associated with those mentors were randomly selected to participate. Participants were asked to respond to a survey questionnaire that pertained to their experiences with the First-Year Program in general and with mentoring in particular. Mentors' surveys contained questions regarding their background, as well as the quality of their relationships and the frequency of contact with each student assigned to them. Mentors were also asked to complete self-evaluations of their performance in eight specific roles. First-year students were asked to respond to a series of questions that ran parallel to those asked of mentors.

Degree of Effectiveness. In general, both mentors' self-evaluations and first-year students' evaluations were positive with respect to the overall quality of their relationships and the overall frequency of contact they had. Ratings of mentor effectiveness in specific roles were also generally positive, although mentor self-evaluations were significantly more positive than student evaluations in four of eight specific roles about which we inquired. Interestingly, mentors' self-evaluations were not significantly correlated with students' evaluations.

Effects of Gender Similarity. We found a statistically significant interaction of mentor and student sex in predicting students' perceptions of the overall quality of the relationship. Same-sex pairs of mentors and first-year students rated the overall quality of their relationship higher than did opposite-sex pairs. We observed a similar statistically significant pattern for students' evaluations of three of the eight specific roles enacted by mentors. Although same-sex pairs of mentors and students predicted more positive ratings from the students' perspective, same-sex pairs did not significantly predict mentor self-evaluations. These findings suggest that numbers of male and female mentors should be in proportion to numbers of male and female first-year students for optimal mentor effectiveness.

Effects of Residential Proximity. During the academic year, all mentors lived in the same residence hall as the students they supported. Our study found no evidence that mentors and first-year students living together on the same floor versus on different floors made any difference in mentors' or first-year students' evaluations. We interpret these findings to suggest that mentors' effectiveness is not compromised so long as mentors at least live in the same building as the students they support.

UAB SCHOOL OF ARTS AND HUMANITIES

Department of English

Mission Possible: Piloting a Freshman Seminar At an Urban Research University

Lila V. Graves
Scott Snyder
Nancy Walburn

Freshman seminars are designed to enable a specific group of students to cope successfully with the challenges of a specific academic environment. In an ideal world, there would be a perfect match between the students' academic ability and the institution's academic expectations. Since such perfect matches seldom occur in reality, the freshman seminar planner must strive to reduce the gap between student ability and institutional expectations. The measure of the initial gap thus becomes a measure of the programmatic initiative's complexity. The faculty and staff who were selected to pilot the University 101 program at the University of Alabama at Birmingham faced a particularly challenging set of directives and expectations. As a member of the Urban 13, UAB enrolls a high percentage of non-traditional, conditionally admitted students whose GPA falls below 2.0 and whose ACT scores are lower than 20. In addition to being a member of the Urban 13, however, UAB has been identified by the Carnegie Foundation for Advancement of Teaching as a Research I University: it awards more than fifty doctoral degrees annually, has a heavy institutional investment in research, and receives more than $40 million yearly in federal support, much of which derives from research grants.

The curricular design of the UAB Freshman Seminar pilot program represents an attempt to ease the transition of an Urban 13 freshman population into an academic environment which is in many ways a function of the institution's Research I classification. Certain aspects of the pilot's curricular strategies, co-curricular initiatives, and assessment and accountability instruments reflect an effort to meet the needs of a conditionally admitted urban freshman population. (Specifically, the course provides for a high level of interaction with the university's staff of personal advisors, a strong emphasis on identifying and assessing personal and academic goals, and an assessment instrument that measures student satisfaction with the course.) Other aspects of those same strategies, initiatives, and assessment instruments reflect an effort to provide conditionally admitted students with academic skills and institutional coping strategies that are in keeping with the standards and curricular demands of a Research I University. (For example, the course provides for a systematic synthesis of verbal and quantitative critical thinking skills, a progressive introduction to components of the core curriculum, and an assessment instrument that includes a pre-test and post-test of

critical thinking skills.)

When the pilot design was presented for administrative consideration, it was decided that retention data could provide a basis for evaluating how effectively the program had succeeded in matching student academic performance to institutional expectations. The pilot was therefore funded as a retention initiative. In order to test the effectiveness of the pilot's design and implementation, a cohort of 446 conditionally admitted students was divided into a treatment group and a control group during the fall term of 1995. The treatment group was enrolled in U101, while the control group did not take the course. Retention data for the two groups were tracked through the academic year. At the end of that time, the retention rate for the treatment group was 88%, as compared to 78% for the control group. The retention rate for non-conditionally admitted students was 82% for the same time period.

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"Coming of Age in America - The Third World Grows Up on U.S. Campuses"
Cultural, generational and career conflict for employment bound minority graduates.

Presenter: Lily Maestas, MSW
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Every year thousands of first generation/immigrant college graduates confront the complex and unexplored contradictions between what they want for their future, what their families expect of them and how employers will react to life experiences markedly different than the average college graduate. This population of students are coping with age appropriate developmental issues as well as intergenerational and culture clashes resulting from their increased "Americanization". The presenter will focus on the emotional costs and consequences to these budding professionals as they struggle to find a life of their own while maintaining the cultural integrity and security of family ties.

Through the use of anecdotal information we will explore some of the obstacles presented by immigrant students in career counseling. These students feel the burden of success to the detriment of their own psychological health. The risk of "doing your own thing" carries a great deal more weight when the price for that individuality can result in what the presenter refers to as "cultural shunning". The expectations of older generations and the need for younger generations to find role models puts tremendous amounts of pressure on immigrant students, many of whom would like to be able to "...just make mistakes just like everybody else."

According to government figures, among immigrant populations in the US, the largest segment of the population are young adults between the ages of 18 - 30. This is the age when adult patterns will develop regarding problem solving, decision making and work related attitudes begin to emerge. As university personnel it is important that we explore these issues with this population and be prepared to help them focus on the degree of risk they are willing to incur and the consequences of that risk.

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"Adult Learners In Transition: Challenges and Solutions"

Martha Kitzrow, Ph.D., Licensed Psychologist, Associate Professor

Abstract

Adult learners face multiple psychological and environmental transitions when they return to college. It is important for educational institutions to recognize that life transitions may place students "at risk" and take steps to help students make a successful adjustment to college. Individuals attending the program will increase their understanding of:

1. Transitions faced by reentering adult learners
2. The psychological impact of transition
3. Why adult learners are "at risk"
4. What adult learners need to make a successful transition to college life.
5. What institutions can do to help the reentering adult learner: Strategies for improving retention and success

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UNIVERSITY OF THE INCARNATE WORD

University of the Incarnate Word's "Jumpstart Academy"

Co-presented by:
Dr. Frank Ayala, Program Chair
Dr. Cheryl Anderson, Co-presenter
Dr. Christopher Paris; Co-presenter
Professor Dora Ruffner; Co-presenter

University of the Incarnate Word (San Antonio, Texas) has just completed a pilot summer bridge program entitled "Jumpstart" whose initiative is to introduce newly admitted conditional students to the rigors of college courses and support services that are available to help students succeed. This pilot is part of an institution-wide long-range collaborative planning effort in student retention. Jumpstart's initial run has proven to be successful, and has opened an avenue for re-considering the nature of UIW's Freshman year experience.

Eighty-percent of the institution's admitted students have developmental reading and/or writing requirements; and, many of our under-prepared students resent the institution because developmental courses are non-credit bearing for the core curriculum. Hence, "Jumpstart's" design is partly intended to alter these negative attitudes by combining non-credit developmental courses with required Core Curriculum courses of degree credit as an integrated curriculum and syllabus for a summer "academy." Its integrated academic program is supported by the institution's co-curricular and academic support services that are intended to aculturate new students to the UIW community, offer advising and counseling support, peer-tutoring and mentoring, and workshops in study-skills and career orientation. The pilot has proven to be a positive experience for the students. As a result, research and planning activities are presently under way to use Jumpstart's holistic model to re-design UIW's Freshman year.

This presentation demonstrates Jumpstart's integration of developmental Rhetoric with two required core curriculum courses: "Dimensions of Wellness," and "Computer Literacy" into one syllabus whose three disciplines have proven to be co-reliant and consequently confirm the effectiveness of "functional context education" (Roueche, *BETWEEN A ROCK AND A HARD PLACE*, 172). In addition, co-presenters will further illustrate the program's integration of institutional support services. Student assessment procedures, initial findings, surveys, and sample syllabus are provided.

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Early Orientation: A Bridge to Higher Education

Esther Perálex

ABSTRACT

Introduction:

General College (GC) provides admission to students who are academically underprepared and who are traditionally underrepresented in higher education. The Student and Instructional Support Services (SISS) program at GC instituted an Early Orientation (EO) program aimed at facilitating the transition of these students from their varied educational experiences and backgrounds into a successful academic and social life at the University of Minnesota. The goals of EO relate to outcomes loosely based on Tinto's (1987) model of student departure. In his model, factors--student's background, goal commitment, institutional commitment, academic integration, social integration--affect students' decision to stay in, or drop out of college. SISS provides services that support these areas of positive student development that are in turn, associated with retention and success. (EO) is essentially the first opportunity for SISS and GC to promote positive student development by providing opportunities that (1) promote commitment to personal goals of enrolling in and graduating from the institution; (2) promote academic integration through skill development and classroom instruction; and, (3) promote integration into the social and institutional environment at GC. This presentation will discuss the content and results of the EO program.

Program Description:

EO is a voluntary, one-day, seven session program offered to students admitted for fall quarter. Format of sessions range from lecture to group activities to a theatre exercise. EO has twelve specific objectives; four broad areas of preparation are emphasized: 1) informing students about requirements, processes, and resources available through GC and the University; 2) preparing students for the transition to college by exposing them to the norms, expectations and workload encountered in GC; 3) empowering them in their role as students by raising awareness of their responsibilities, options, and academic choices; and, 4) creating opportunities to help students feel comfortable with the social environment at GC and the University.

The evaluation used is based on the performance and perspectives of the students and includes both process and outcome components. Using a pre/post test model, changes in knowledge, attitudes and perceptions

through the day-long session are assessed. Students' satisfaction levels, and their suggestions for improving orientation are also measured for both individual sessions and the overall orientation program.

Evaluation Summary:

Eight hundred (800) students were admitted to GC: (405) students participated in EO of whom 309 completed both pre/post-test assessments.

Based on comparisons of responses on the pre/post test, students' performances were significantly better in the following areas: 1) understanding the requirements, processes, resources of GC and the University; 2) understanding their roles as college versus high school students; 3) understanding GC's academic expectations; 4) understanding their academic choices and options and demonstrating a willingness to seek assistance; 5) gaining more confidence about beginning college in the fall and specifically, starting at GC; and, 6) feeling confident that they will fit in at GC, make friends and feel comfortable with faculty and staff. Students subjective perceptions about EO were that they: 1) had a better understanding of resources available; 2) gained a better understanding of GC; 3) understood better what was expected of them in college; 4) felt they had a head start on getting ready for fall; and, 5) felt more a part of GC after attending EO.

GC's diverse population makes it difficult, if not impossible to develop a "one-size-fits-all" EO. The chosen approach, that utilizes a well-tested theoretical model which predicts academic persistence, is well balanced and promotes the development of a number of areas that helps students succeed. The model emphasizes academic preparedness and socialization leading to a prepared student. It also attempts to build students' commitment to the institution and its requirements and processes by helping them feel comfortable in the social milieu of GC and the University. Nearly all of the college's goals reflected in EO and presented through this model have been met as well as the students' needs and expectations of EO.

Conclusion:

EO provides academically underprepared and traditionally underrepresented students with information about GC and the University and about their own skills, abilities and needs in order to make an informed choice to attend college. The result is that students are better prepared to actively participate in the academic and social components of GC and the University to ultimately achieve success.

Reference

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Students Mentoring Students: A Transition Program for Freshmen and Transfer Women in Science and Engineering

Janny Walker

ABSTRACT

Program Objectives

The objective of The Women's Mentoring Program in UMD's College of Science and Engineering is to help incoming freshmen and transfer women make the transition into a new and challenging environment. The majors, programs, classes, laboratories, and career patterns in the fields of science, engineering, and mathematics present challenges to all individuals, but women in these fields face the additional issues of breaking into areas that have been traditionally dominated by men. In the digital systems laboratory, for example, freshmen women might be a minority of one or two out of fifteen. In 1988 the College of Science and Engineering established the goal of increasing female enrollment from 28% to 40%. Achieving this goal entails both recruitment and retention efforts. The Women's Mentoring Program is one retention effort that helps new students build confidence in their ability to succeed by making personal connections, resolving uncertainties, and finding peer groups during their transitional year.

Program Administration

Leadership and Development:

The CSE Women's Mentoring Program was originally conceived and developed by two female faculty members who also held department head positions the College of Science and Engineering. Having completed their own education in traditionally male areas, and being among only 11 female faculty of the total 85 in the College of Science and Engineering, they were well aware of the transitional issues experienced by women in their fields.

The first student volunteers to the program were recruited and trained in the spring of 1991 to serve as mentors to fall 1991 freshmen and transfers. After two years of the program, the responsibility for its administration shifted from the department level to the Dean's Student Affairs Office. Faculty leadership, however, is vital to the program's success, and the planning and advisory committee now consists of four female faculty members, one student affairs staff member, and one student representative.

Administration:

Administration of the Mentoring Program consists of the following:

I. Solicitation and Training of Mentors

In the spring of each year female science and engineering students receive invitations to serve as mentors the following year. Those who accept participate in spring training. The mentor training consists of ice-breakers, discussion of issues concerning women in science and engineering, panel discussions on mentoring, role-playing exercises, group activities, and mentor program evaluation.

II. Solicitation and Initiation of Protégés

Invitations to participate in the program are mailed to new students preceding fall matriculation. Interested freshman and transfer protégés are then assigned mentors, and the initial mentor/protégé event takes place the first week of fall quarter. It has been well-documented that the first several weeks and, indeed, the first several days, of college form a critical time period that impacts satisfaction and retention of students. The first mentor/protégé event is scheduled to ensure that a mentoring contact takes place during this critical period.

The fall initiation marks the beginning of an important relationship, and mentors and protégés come to the event with high expectations. The formal program consists of the Dean's welcome, introductions of female faculty, a student panel discussion. But the most significant activity is the mentor/protégé meeting and the informal time they spend getting to know each other.

III. Mentor/Protégé Activities and Events

Quarterly events that mentors and protégés attend together such as faculty presentations, guest lectures, dinner with faculty are organized by The Women's Mentoring Program. In addition, the student organization Women in Engineering and Science (WES) works cooperatively with the program and sponsors many mentor/protégé social events: pizza parties, sleigh rides, bowling.

Program Conclusions

The Women's Mentoring Program in UMD's College of Science and Engineering has been in existence for five years and has met with enthusiasm from mentors and protégés alike. During this time enrollment of women in the college has increased from 30% to 35% of the total undergraduate population. Some changes have been made along the way to improve the program. Crucial to its success is the mutual benefit to mentors and protégés alike that is entailed by their special relationship.

About the College of Science and Engineering, University of Minnesota, Duluth: The University of Minnesota, Duluth is a mid-sized comprehensive university with a total undergraduate enrollment of 7600. It consists of five undergraduate colleges in Liberal Arts, Business and Economics, Fine Arts, Education and Human Services, and Science and Engineering, as well as a graduate school, medical school, and research institutions. The College of Science and Engineering has an enrollment of 2000 undergraduates and offers majors in three engineering programs along with the traditional sciences, mathematics, and computer science.

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UTILIZING ALUMNI PROGRAMS FOR STUDENT ORIENTATION TO LIFE AFTER GRADUATION:
Unexpected Benefits for Students in Transition and Alumni

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Career Center Specialist
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Coordinator of Career Services
Instructor of Higher Education

The goal of colleges and universities is to have the students who enter its doors exit as successful alumni. This transition of students becoming alumni is essential to the well-being of our educational systems as well as society. The transition needs to begin early in the academic process. Students need to stop thinking as students and start thinking as future contributors to the society in which they will be an active participant. Just as high school students attend orientation to prepare them for the transition to college life, so too college students need to become associated with alumni, having fears and anxieties dispelled, and visit various working environments for a more meaningful orientation to life.

The Career Center of the University of Mississippi, in conjunction with its Alumni Office, has developed two programs designed to provide for its students a meaningful orientation to life: an Alumni Panel and the Career Alumni Network (CAN).

The Career Alumni Network (CAN) has been a highly successful program for student orientation to life. The time students spend in early career exploration forms the basis for accurate assessment of the world of work and ensures that after college their career fulfills their expectations. The Alumni benefit by knowing that they are making a most valuable contribution by investing in citizens of tomorrow.

ERIC

The Career Center visits classrooms, social organizations and conducts workshops to teach informational interviewing and introduce CAN to all levels of students in transition. For a freshman and undecided student audience the focus is to encourage the visitation of a variety of work environments and to learn from alumni the necessary steps of career preparation. Students who participate in the program report one of the greatest benefits comes from gaining an awareness that a major can lead to numerous occupations. Sophomore and Junior level students are encouraged to begin developing alumni mentors who are valuable sources of information concerning trends in fields of employment. Students who have selected their career path are introduced to alumni who will serve as mentors during their job search.

The Alumni Career Panel began in March 1993 as a classroom presentation and has developed into a University-wide event. Originally, the panel was created to meet needs of seniors who expressed interest in talking to persons involved in hiring and supervising college graduates, with the opportunity to ask questions of successful career persons in an information atmosphere.

In 1995 the Alumni Association was incorporated into the panel development. Discussions with alumni benefits all students by providing an orientation to the next anticipated life-stage. Freshmen through graduate students have reported benefits in hearing from people who work in jobs unrelated to their majors, gaining advice on surviving the first year on the job, hearing first-hand about post-college "life-skills", and understanding that a less than idyllic journey through academia can still precede a satisfying career.

The Career Alumni Network and the Alumni Career Panel meet University of Mississippi goals and serve as effective student-transitional programs by empowering them in their student life while encouraging their journey toward meaningful fulfilling contribution to society.

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Dancing with Diversity: Evaluating Aesthetic Education in Nebraska's Freshman Seminar

Suzanne Prenger and James McShane

While many of the University of Nebraska first year students have cross-cultural experiences before coming to campus, the majority are limited in their exposure to "people and things different" from their comfortable surroundings. Rural, European-American Nebraska students join urban and rural people of color in a diverse community of 23,000 students each year. Non-Nebraska students from across the U.S. and international students report challenges in adjusting to "the Nebraska culture". Cultural diversity was listed as one of the single greatest challenges to first year students in a qualitative evaluation study conducted in 1994-1995.

In order to meet this challenge, the University Foundations Program has developed a strong aesthetic education and cultural diversity component through its collaboration with the College of Fine and Performing Arts Artist Diversity Residency and the student-run University Program Council. The programs are designed to meet two or more objectives of the foundations course in the area of cross-cultural experiences and the development of aesthetic sense and choice. We asked students to evaluate these efforts through focus groups, journals, weekly response cards, narrative comments and end of the semester evaluations.

Wonderment, curiosity, awe or simply "WOW!" characterize many of the freshmen experiences with artists such as Robert Mirabal, Taos Pueblo flutist; Jezz Raz, actor and juggler with a one act play on legacies of the Holocaust; Kahil el Zabar, African drummer and jazz musician; Kathy Buckley, deaf comedienne; poet Maya Angelou, Oberlin Dance Company or Olympian, gay activist Greg Louganis, among others; yet, discomfort, resistance, and surprise as well as angry reaction to these diverse points of view, lifestyles, and artistic expressions also characterize the post presentation discussions and reponses. Sources of this resistance include reaction to something new, religious beliefs, racism, homophobia, and strongly held opinions and beliefs that have never been challenged.

Most surprising to programmers and evaluation researchers were the "serendipitous" positive outcomes which were not planned objectives, but provide us with rich insight into the potential for these encounters. For example, a student challenged by bulimia found new insight into issues of body image after a dance and body movement session with dancer Grisha Coleman. Three young agricultural college students sought out Native American visiting artist Mirabal after a class session and concert to discuss further "how one loses a culture" as they struggled with the loss of their family farms. A football player gained an appreciation of ballet through its athleticism. Numerous other examples were reported.

The UNL program has developed criteria for selecting experiences for their first year students to engage in a cross-cultural experience not only to set the stage for serendipitous encounters, but also to mazimixe profitable learning and integrate the cross-cultural aesthetic elements into entire foundations seminar. We design the experience to be non-threatening, assuring that the artist has the capability of reaching diverse student populations. The experience is not meant to be simply aesthetic experience, it must address other issues as well. For example, in preparation for a dance performance we offer a session "How do I deal with men in tights?" which deals with stereotypes. Experiential dance sessions and body movement not only introduce elements of dance, but takes the issue of comfort with our own bodies a step further. We require preparation of the class by the artists so that a relationship develops between the students and those on stage. Is the piece accessible, given their current state of aesthetic development, can they appreciate it or learn to appreciate it? For example, overwhelming positive response resulted from presentation of ballet through the music of Prince and modern dance. Finally, are we dealing with a work and a form that merits return - can we see it again and find new meaning and extend the student's understanding with each new performance?

The foundations program incorporates the process approach to aesthetic development pioneered by the Lincoln Center Arts are Basic program and we have found increased student appreciation of the arts, endorsement that the arts be a key component of the first year program, an awareness of aesthetic choice and the development of criteria and judgement. Cognitive and affective goals of the program are enhanced through the aesthetic education and student program council components.

UNLV
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Connecting Transitions:
A Comprehensive Approach to Addressing the Transitional Needs of Residential Students

Candice Troke, Residential Life Coordinator
John Purdie, Residential Life Coordinator
University of Nevada, Las Vegas

ABSTRACT

The First Year Residential Experience and the Upper Class Program were developed to address the transitional needs of first year, transfer, non-traditional and senior level students. The two programs provide residence hall students with a comprehensive experience. This program showcase is designed to profile two unique programs that address two very different student populations which have so much in common. A central theme of this showcase is to present not only the programs themselves, but to illustrate the importance of the connections between the two programs.

The First Year Residential Experience and the Upper Class Program are interconnected by similar program components. The Upper Class Program is structured to build upon the First Year Residential Experience, thus addressing the different transitional issues of upper class students. The connectedness of the two programs creates a developmentally challenging environment in which students learn, and begin to view themselves as unique, evolving and self-directed.

The First Year Residential Experience is a multi-faceted program that has been created to assist first year students as they make their transition from high school to college. This program provides: opportunities to interact with upper class students through the P.A.C.E. setter program, in-house orientation program, critical discussion groups, bi-monthly newsletters, in-house tutoring, and annual traditions.

The Upper Class Program is housed in a living environment established for upper class students, and was created to address the transitional issues that they face. As upper class students continue with their academic endeavors they begin focusing more intentionally on their educational and career goals. The components of the Upper Class Program include: a seminar focused on succeeding in college, transition orientation, interactive focus groups, a monthly newsletter, leadership development retreat, and "Around the Corner", a series about life after college.

What makes these two programs unique is not simply the sum of their individual components, but rather the way in which the two programs connect. Both programs address the transitional issues of students entering college. The First Year Residential Experience is focused on assisting traditional aged first year students make a successful transition to the collegiate environment. The Upper Class Program is focused on three things: assist transfer and non-traditional students in making a successful transition to UNLV, building upon and continuing the developmental process begun in the First Year Residential Experience, and preparing students to transition out of college. This intentional integration of two distinct programs ensures that students are challenged, assisted, and supported, as they continue within the developmental process.

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Making Transition Connections: A chance to synthesize our learning

John Purdie, Residential Life Coordinator
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ABSTRACT

Residence Halls provide a context within which a vast array of transitional issues can be readily addressed. It is our belief that this holds equally true for the senior preparing to leave school, the graduate student who is experiencing a whole new level of school, the non-traditional student who may be either a returning college student or a first time college student, the student transferring from another institution, and the traditional first year student. Each of these students are going through a transition period that has some commonalties as well as uniquenesses.

This roundtable discussion will provide an opportunity for conference participants who work within residence halls to translate what they have learned at the conference about both residential and non-residential transitional support programs into their own contexts. Often the services and programs being offered at institutions around the country and abroad are aimed at specific populations and then offered to the campus in general. Many of the outcomes of these efforts can be enhanced through adapting them to a residential context. To do this one needs a thorough understanding of the program to be adapted as well as the desired outcomes called for in your institutional and departmental missions. The presenters will facilitate an in-depth discussion on how various initiatives at other institutions can be adapted to the residence halls of the participants.

This roundtable discussion will also provide the participants the opportunity to share with each other what they are doing on their own campuses. Time will be devoted to any questions regarding the presenters' earlier program showcase session as well as other residentially based programs that are currently in place.

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UNIVERSITY OF THE PACIFIC
18 51
School of Engineering

Professional Practice Seminar

A proposed course for preparing students for their Cooperative Education Experiences (or the work place in general)

Gary R. Martin, Ed.D.
David P. Rosselli, M.A.

Abstract
The School of Engineering at the University of the Pacific requires all their engineering students to complete 12 months of full-time Cooperative Education. The program has included a mandatory orientation class since its inception in 1970. This paper presents an outline of the class with corresponding details of the content and rationale when appropriate. The primary topics comprise: Co-op Program Requirements and Logistics, How to Get a Job, Making the Transition, Professionalism. A literature review revealed a dearth of articles even related to the subject; nothing was found regarding content recommendations. The authors' experience confirms literature suggestions that such a course facilitates a smoother placement process, and fosters an enhanced experience.

Cooperative Education programs take all shapes and sizes across the country. The extent of elaboration varies from a simple "Jobs Announcements" bulletin board maintained by a clerical staff member, to requiring 12-18 months of full-time participation carefully integrated into the curriculum. The more elaborate programs have professional staff interfacing between the students and the employers. The students typically alternate semesters of full-time course work with full-time semesters on their Cooperative Education assignments (Co-op). This level of development yields substantially greater value, ensuring that all graduates of the program acquire the practical experience necessary to help them to relate the theory to applications. The required practicum component enhances curriculum respect, emulating such respected professionals as Medical doctors, with their residency requirement; teachers, with their student teaching requirement; and certified public accountants, with their two-year practicum requirement.

Fifteen years ago, many schools were at the low end of the above continuum. Since then, most programs appear to be evolving toward the higher end of this ladder. The School of Engineering at the University of the Pacific (UOP) implemented a 12-month mandatory Co-op component in 1970. The program is credited for saving the Engineering School. The school's enrollment increased 100% the year after its inception, from 50 to 100, and continued to increase substantially the next ten years.

The program is touted today as the primary reason for students choosing to attend the UOP School of Engineering. Students take one semester off during their junior year in order to work full time on their first Co-op assignment. Students return to school for 12 months before going out on a second Co-op, for a complement of 12 months. (See curriculum plan below.)

All of our students enroll in a one-unit class called the Professional Practice Seminar (PPS) the semester immediately prior to their first term out on (a full-time) Co-op. The class meets one hour

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each week and covers the following topics:

Co-op Program Requirements and Logistics
Class Overview
Co-op Placement Process
Final Details

How to Get a Job
Resumé Development
Company Profile Research
Personal Job Search Skills
Interviewing Skills
Mock Interviewing Exercise

Making the Transition
Guest Lecture by Visiting Co-op Employer
Student Panel (i.e., by past Co-op students)
Finances

Professionalism
Professionalism
Ethics
Time Management
Gender and Cultural Sensitivity in the Work Place
Technical Writing

The reader can see how these topics are lined up throughout the semester by reviewing the syllabus below. Many sections include reading assignments in the text book, *Welcome to the Professional World* (published by the Western Resource Center for Cooperative Education: 805-466-8580).

There is limited research available addressing the orientation of engineering Co-op students to industry with a preparatory class or extensive orientation seminar. The requirement of the Professional Practice Orientation course by virtue of UOP's mandatory engineering Co-op program translates into a very unique curriculum. While other programs promote and encourage students to enroll in mini-seminar courses covering such topics as long-term and short-term goals, resumé writing, interview skills development, employer expectations, professional attire, it is extremely rare to find a required course lasting the duration of the semester prior to the student entering the job market. Although most Co-op programs have course prerequisites before entering the field, UOP is unique in its presentation of such comprehensive topics in the form of an orientation prerequisite course taught by full time faculty.

There is much research to suggest that these issues are critical in preparing the student for what lies ahead (Van Gyn, 1994). Little and Landis (1984) present a Cooperative Education model which incorporates integrating Co-op into the curriculum and note that the development of courses and seminars for students prior to and concurrent with their work experience is crucial. There is little argument about the benefits of such an orientation but much diversity in its presentation.

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Title Of Presentation: **Transfer Transition: What You Need To Know To Make It Go Right**

List Presenter's Name: **Dr. Patricia A. Quinn**
Director, Educational Opportunity Center
University of Wisconsin-Eau Claire

ABSTRACT

This is a program showcase of the **Transfer Transition: What You Need To Know To Make It Go Right** workshop which the Educational Opportunity Center staff present at community colleges and vocational/technical colleges in western Wisconsin. The Educational Opportunity Center (EOC) is a federally-funded TRIO project that assists prospective adult students (persons 19 and older) to enroll in postsecondary educational institutions.

Transfer Transition is designed to address the questions and needs of transferring students who want to--

select the baccalaureate program that's "right" for them;

use new electronic resources (such as SPEED-E, Wisconsin's Transfer Information System, the World Wide Web, FAFSA or ED Xpress, and email advising) to discover academic options, support opportunities, ways to expedite admission, and strategies to minimize the inevitable hassles of transferring.

Transfer Transition participants learn how to evaluate which college(s) offers then the best academic program, along with the most effective collection of support resources--from tutoring, to housing, to child care, to evening courses.

Transfer Transition participants find out how to connect with an academic advisor, obtain a degree plan, even take a "virtual tour" of transfer campus(es) without ever leaving their home base.

Finally Transfer Transition participants prepare for the smooth transfer of their financial aid, discover some new funding sources in the private scholarships and loans of their transfer institution, and forecast a personal budget based on the costs and income sources of the new location.

In short, Transfer Transition provides the map, the tools, and an effective "jump start" on the way to the second half of the baccalaureate degree.

AGENDA

I. The Next Step: Scanning & Sizing Up Schools
DEMO: WWW Home Pages & Transfer Information System

II. Driving the Golden Spike--Academic Planning
DEMO: Transfer Information System, Project Connect Email Advising, SPEEDE

III. Financial Moves: Transferring the Old, Prospecting Some New
DEMO: FAFSA Xpress, Transfer Information System, Web Pages

IV. Key Supports: The Roof, the Job, Significant Others, Etc.
DEMO: Chippewa Valley Free Net, Web Pages

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VALENCIA
Community College

The Welcome Team: A Tri-Level Model of Retention and Student Success

Presenter - Gloria Hines

New student orientation is considered one of the most vital elements of the freshman experience. Using the premise "first impressions are lasting impressions," Valencia Community College began a program five years ago that has grown into one of the most sought after programs at the college. Incorporating a tri-level model of retention and student success, the Welcome Team has organized the seasoned student leader experience into the freshman orientation program as well as community outreach programs. The main focus of the Welcome Team is to support staff during the freshman orientation program and community outreach programs. However, the team experience has become a mechanism for team members to build leadership, communication, and organizational skills as a means to market their mastery as future leaders of the 21st century.

Based on student development theories and models of student involvement, the Welcome Team has provided a means for the student to bridge personal fulfillment with professional commitment. The program capitalizes on the concepts of student success and retention, through involvement of the student's adaptation to the educational environment. It is with a high level of motivation and interest that Welcome Team members experience a "whole world education," using all facets of the self. Much like the ideas of Alexander Astin, it is "the amount of physical and psychological energy that the student devotes to the academic experience" that enables them to move through their educational experience with more self-assurance. It is through this self-assurance that students are able to project themselves into a realized level of achievement.

Level I Orientation:

Tours of the campus are given to freshman, transfer, dual enrolled, high school and middle school students. During the orientation, Welcome Team members provide the student perspective of campus life. This includes individual needs of the students as it relates to their educational experiences, club involvement, career decisions, financial needs, student responsibility, and words of wisdom that motivate new students to seek support and resources from college faculty and staff.

Level II Community Outreach Programs:

Outreach programs include visits to the College by business and industry, target luncheons, honors programs, college bound programs, conferences, state competitions, college night, educational forums, and visitors and political dignitaries from the community, other states, and nations. This component focuses on team members as hosts, guides and greeters. In this capacity, the Welcome Team provides services such as, answering questions about the campus as well as student life, providing give-a-ways to new students, and serving as guides to classrooms and lecture sites.

Level III Student Leadership:

This area of the program focuses on the individual students personal and professional needs. As role models, this group has established a redundant functional model for leadership opportunities that enable them to utilize their strengths as leaders. Capitalizing on skills such as time management and listening and public speaking proficiency, team members carry over practices of leadership into the classroom and the business sector.

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West Texas A&M
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Division of Education

Profiles With Promise: A Pilot Program for At-Risk Students in Freshman Seminar

Presenters: Dr. Mary E. Parker, Assistant Professor of Education
Lila G. Vars, Director of Admissions

ABSTRACT

Gaining the delicate balance of positive learning outcomes while providing a demanding skills-based product for the at-risk student in Freshman Seminar provides a major challenge to administrators and professors alike. Seeking effective methodology to reach that balance led to a Summer 1996 pilot project to reorganize the Freshman Seminar at West Texas A&M University. The pilot project was designed with several goals in mind: to study course placement; to study course/instructor accountability; to provide course credibility; and to focus on effective teaching strategies aimed at retention of the at-risk group. Utilizing both quantitative and qualitative data, preliminary results identify three critical areas of the program: the recruitment process including the identification of, advising of, and contracting of students for the seminar; the instructor identification and training; and the need for on-going program assessment and tracking of at-risk students.

The registration process for Freshman Seminar occurs during all five summer New Student Registration periods and the target group involves students who graduated in the bottom half of their high school graduating class whether they were special admissions or not. In addition, the Office of Admissions requires that all special admissions students enroll in the Freshman Seminar. The students who formed the pilot project group (N=48) fell into the at-risk group. Admissions requires an initial counseling process and an intensive contract/advising process where course requirements are explained and emphasis is placed on the rigorous writing, speaking, and thinking aspects of the three-hour course.

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Division of Education

The second aspect of the study involves profiling the successful instructor of freshman seminar. Instructors must have the paradigm that special admissions students have potential for success in the college environment and must be willing to mentor such students. Emphasis is given to an appropriate belief system which allows access and equity a wide berth, believing that a good foundation in academic, social and cultural literacy is not only desirable, it is tantamount to student retention. Emphasis is further placed on positive expectations that demand the instructor model what the course content demands the student achieve for himself--i.e., a positive attitude, organizational skills, time management, student input, and other relevant skills. All of these instructor skills are meshed together in an integrated "Membership Model" which suggests that the instructor is knowledgeable about retention issues and understands the at-risk student to the extent that he can and does mentor the student's weaknesses through a coordinated effort of the support services the university offers.

The third part of the research involves an on-going effort to profile individual freshman seminar classes and cohorts. This research parallels much national research regarding student fears, failures, past mistakes, negative thinking and lack of goal setting. This research is supported institutionally as well and anticipates the profiling of the at-risk student at WTAMU. The ultimate aim is to produce a strategic retention plan for the university. Most of this research is accomplished through numerous writing assignments: the students generate the concrete research data while instructors develop a personal mentoring role with the student. Such writing provides prolific amounts of qualitative data about one WTAMU special student population and keys to the retention of at-risk students.

Instructional variety is encouraged within Freshman Seminar, but converge within the coorperative research effort. By allowing instructor input and ownership of research data, the program coordinator can more effectively recruit, train and retain instructors. Instructors also benefit from the research by learning to utilize the integrated Membership Model to serve the immediate needs of students, but keeping in mind the long-range goal of retention of students.

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